DOCUMENT RESUME

ED 143 318 IR 004 868

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TITLE	Bridgeport Public Library Human Resources Information Network, Community Information Service. Final Report.
INSTITUTION	Bridgeport Public Library, Conn.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Sep 76
NOTE	121p.; Best copy available
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Community Information Services; *Human Resources; *Information Networks; Library Programs; *Library Services; *Program Planning; *Public Libraries; Reports
IDENTIFIERS	*Bridgeport Public Library CT; Human Resources Information Network

ABSTRACT

Background description, project summary of the first year, results of a survey of project participants, and second year summary are included in this final report of the Human Resources Information Network (HRIN) project of the Bridgeport Public Library. Objectives, activities, budget, and planning are reported for this project, which was designed to coordinate, improve, preserve, and make available the collection on human resources existing in Bridgeport. Details of agency visits, developing information collections, cooperative acquisitions and networking, and staff participation are also provided. The first year summary reports that the project was successful in helping to establish the library as an information agency within the community. The second year summary reports on design of the community information referral service. Goals, methods, personnel, the community resource file, and the subject index to the file are described. The project can serve as a model for establishing community information services in libraries. Recommendations are: (1) legitimize the service by committing library funds to its operation; (2) initiate publicity and outreach programs in the community; and (3) expand the scope of the service to reach specific city neighborhoods. HRIN agency questionnaire, subject index, sourcebook, sample publicity, and surveys are appended. (KP)

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FINAL REPORT

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PREPARED BY:

LESLIE M. BERMAN, PROJECT COORDINATOR

SEPTEMBER, 1976

THIS PROJECT WAS SUPPORTED IN PART BY A GRANT UNTER TITLE I OF THE LIBRARY SERVICES AND CONSTRUCTION ACT (PUBLIC LAW 91-600, as amended.)

IR004868

BACKGROUND

Bridgeport, Connecticut, had established itself during the late 1930's and 1940's as the industrial center of Connecticut. A city of over 156,000 people (according to 1970 Census statistics), it is currently experiencing a reversal in its population's composition. This is influenced, in part, by the city's changing economic patterns and a decline in its industrial growth. Of the city's 156,000 inhabitants, over 40,000 are Black or Hispanic. The late 60's and early 70's signaled the movement of many upwardly mobile people (mainly white) from the city to the more affluent suburban areas, while at the same time, minorities and poor whites began to move into and remain in the central city area.

Bridgeport is a city with problems similar to those affecting every other major urban area in this country. Problems of poverty, unemployment, underemployment, housing, transportation, education, crime and racism are not unique to Bridgeport. Problems such as these demand solutions if the city is to continue to survive. A solution to these problems may come, in part, by providing people with access to sources of vital information that can be used in the process. Information on employment, health care, child care, and housing can clarify many of these issues and can be used politically to improve the quality of people's lives. But how do people, who have traditionally been denied access to this type of information because of their position in society, finally gain access to it?

In 1950, Robert Leigh in the Public Library Inquiry stated his view of the public library in this society to ... "to serve the community as a general

center of reliable information and to provide opportunities and encouragement for people of all ages to educate themselves continually."[1]

If one accepts this statement then it is logical to view the library as a provider of all types of information, both print and nonprint. Today, most libraries rely heavily upon traditional information sources (books, periodicals, newspapers, etc.) to satisfy user requests for information. These resources prove to be adequate in providing answers for the type of requests traditionally made to a library. However, changing populations have caused a different type of information request to be made to the library and its staff. Traditional library services are proving to be sorely inadequate in fulfilling these requests. The Bridgeport Public Library staff, in realizing that it was not totally fulfilling the information needs of its community, began to look for innovative methods to reach its population.

In 1973 the Bridgeport Public Library received a grant funded under the Higher Education Act-Title 11B to conduct a staff training institute.[2] The library had been operating up to that time on a model of library service that was at least 20 years obsolete. Many of the staff were ill-equipped to deal with the information needs of Bridgeport's changing population which had resulted in more minorities coming to the library. Many were

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1. Leigh, Robert D. The Public Library in the U.S., N.Y. Columbia University Press, 1950

2. Long, Elizabeth. Narrative Evaluation Report of Developing Awareness of Community Resources Institute (DACRI). Bridgeport, Connecticut, Bridgeport Public Library, 1974. (ED 100 319)

totally insensitive to the problems facing new people coming into the city and ignorant of the resources available to help people cope with their information needs.

In 1972, the library had initiated an active program of community outreach and publicity aided, in part, by the addition of two community outreach workers and a public relations specialist to the staff. The program was a success in that ultimately it served to improve the library's visibility to the community. However, as a result several problems also surfaced. Poor and minority people were being drawn to the library and its services as a result of the program. Once there, they found that the staff, for the most part, was unable to identify or relate to their particular information needs. Intense staff resistance to the program resulted because of the sentiment that community outreach programs were not valid and relevant to library service.

At this point, it became obvious to the library administration that if the library were to remain as a viable information resource in the community, capable of responding to the changing information needs of its urban population, it needed to initiate an extensive staff education and training program. Thus DACRI emerged as a partial solution to this problem. The goal of DACRI was stated as follows:

> "To have each participant gain a working awareness of community resources and to become a better more communicative information contact in order to give more effective, relevant library service to the community."

During the course of the project library staff became familiar with the resources of the city, took part in introductory courses on subjects pertinent to current urban information needs, and developed communications skills. DACRI helped the participants to become more sensitive to the problems facing Bridgeport

residents and helped to suggest new methods which library staff could utilize to respond to these problems.

At the conclusion of DACRI, it was evident that the library staff wanted to become actively involved in the provision of relevant library service to the community. Project participants suggested that the library provide more community oriented information services. A planning committee agreed that a first step in beginning to meet community information needs would be to provide in-depth service to community agencies. A grant proposal requesting money to support a project aimed at improving community accessibility to hard-to-find, yet vital sources of information was written. The result of this effort was the Human Resources Information Network.

DESCRIPTION OF PROJECT

GOALS

The goal of the Human Resources Information Network was stated as follows:

> "... to coordinate, improve, preserve, and make available the collection on human resources that exist in the Bridgeport metropolitan area."

Many DACRI participants, during their visits to community agencies, had observed that a wealth and variety of information existed within each agency. This information seemed relevant to the perceived information needs of the community but was inaccessible to the public because it was poorly organized. The Bridgeport Public Library staff, as part of an information institution, felt they had an important role to play in bringing these information sources closer to the community and felt they could do so by utilizing staff expertise in locating, organizing and disseminating information. It was felt that if human resource information could be distributed to agencies who in turn could better the social conditions of people in Bridgeport that the project would be a success.

OBJECTIVES

The objectives that would lead to achieving the goals were as follows:

1. To determine all relevant and useful collections of data and information in libraries, agencies, government offices, etc., that deal with human resources in the community

2. To coordinate the information collecting done by agencies and the public library through the development of a network.

Specific methods to be used in fulfilling the objectives were:

1. Arrange for community access to information collections

2. Produce and distribute a directory of information collections that would include a broad subject index and the means of access to those collections

3. Provide professional assistance to agencies in organizing their information collections

4. Arrange for important archives, documents, reports, studies, etc., to be deposited at the Bridgeport Public Library

5. Encourage the development of information collections where necessary in agencies that lack them.

PERSONNEL

The project was to be supervised by a full-time librarian/community information specialist who would work in conjunction with the library staff, the City's Department of Human Resource and Development and the local United Way. The public library staff would help to evaluate and organize agency information collections, develop a cooperative information network and provide the necessary clerical assistance.

ACTIVITIES

The Human Resources Information Network grant proposal outlined a list of possible activities to be utilized in attaining the project goals. First, a list of relevant agencies was to be developed and each agency

was to be visited by a team of informational and organizational specialists. The purpose of each visit would be to determine the scope of the information collecting taking place within each agency and to persuade the agency to join in the network. If this were achieved, informational resources would become more accessible to the community. Arrangements were to be made to deposit items of general or historical interest at the library.

Once visits to the agencies were completed, it was thought that the staff would have an accurate understanding of the kind of information collecting being undertaken by agencies in the community. It would then be possible for the information specialist to develop an acquisition progran to fill in the existing informational gaps. At the same time the positive aspects of forming a cooperative network would be accentuated as agencies came to realize the advantages of sharing information. The acquisition program would ultimately reduce duplication of materials and provide agencies with encouragement to improve the scope of their collections. The public library's acquisition program in the human resource field would be modified in accordance with the identified information needs of the community.

The next step would be to produce and distribute a directory to provide subject access to each agency's information collections. The directory would enable any person looking for information within the human resource area to find it quickly and efficiently.

A staff team of specialists would then revisit agencies to offer their assistance in improving the organization of existing information collections. Finally, if agencies were identified that could benefit from establishing an information collection they would be urged to do so and professional assistance would

be given in starting a collection.

PROJECTED BUDGET

Fifteen thousand dollars in Library Service and Construction Act funding was requested to initiate the project. The breakdown of the budget was as follows:

Supervisory Librarian	$11,500
Directory publication	1,000
Library materials	2,500
	$15,000

This amount was to be matched by $30,000 in 'in-kind' contributions from the library.

PROJECT PLANNING AND IMPLEMENTATION

PLANNING

A series of planning meetings were held as soon as the LSCA grant funds were received and the project coordinator selected. These took the form of general staff meetings in which everyone was acquainted with the goals and objectives of the grant. Areas of work in which the staff could become involved (agency visits, acquisitions, organization of information collections, directory production) were outlined and volunteers were recruited. No limits were placed on the number of personnel who could become involved in the project and department heads were asked to remain flexible in their scheduling in order to allow for maximum staff participation.
Smaller meetings were then held with those staff members who had volunteered for specific areas of work and methods to be used in achieving the project goals were discussed. The library staff was asked to contribute to the overall planning of the project. Because agency personnel from the United Way and the City's Department of Human Resource Development had asked the library for human resource information to be used in long range planning,

planning sessions were also held with these agencies.

AGENCY VISITS

The grant proposal had originally projected that 50 agencies and institutions in Bridgeport that were collecting information relating to their work in the human resource field would be visited. Upon re-examination over 100 agencies were identified as possible sources for information. It became obvious to the project coordinator that the bulk of the project time would be spent in contacting these agencies, visiting them, collecting data about their information collections, and producing the directory.

A list of agencies was prepared. Each agency director was contacted by telephone and an appointment for consultation was made. The project coordinator visited each agency director and talked with them about the project, outlined the goals and asked for their cooperation and participation in the network. Of the 100 agencies contacted, all agreed to participate in the program.

When the initial visits were completed a questionnaire designed to collect information for the directory was prepared (see appendix A). Production of a subject guide to finding information was seen as an important step towards improving overall information accessibility to the community.

Agencies were contacted and visited a second time by a team of staff members from the public library. Each team examined in detail the agency's information collection and completed the questionnaire.

As the data from each agency was collected it was transferred to an editing sheet (see appendix B). From these sheets a manuscript was prepared and sent to the printer. Information in the directory was indexed under 300 community-oriented subject headings developed by the project coordinator and the library

staff (see appendix C).

In December, 1975 the Sourcebook: a Directory of Information Collections in the Greater Bridgeport Area was published (see appendix D). Publicity announcing its availability was distributed to the agencies participating in the project and the local press carried a news item about its publication (see appendix E). Over 300 copies of the directory were distributed throughout the community to agencies and to individuals in the human resource field.

DEVELOPING INFORMATION COLLECTIONS

It had been observed in visiting the agencies that many were involved in information collecting, but that few were involved in information organizing. This resulted in two problems:

1. many materials were being unnecessarily duplicated simply because the agency did not have an inventory of what it owned
2. it was virtually impossible for both agency personnel and the general public to gain access to valuable sources of information because of its disorganization.

The library had originally planned to offer professional assistance to any agency requesting aid in organizing their information collections. However, almost all the agencies indicated when asked that they would like that kind of assistance. Obviously given the time restrictions of the grant, it would have been impossible to provide that kind of assistance to all who had requested it. In order to test the feasibility of offering this type of service in the future, a decision was made to first work with one or two agencies in providing professional assistance. It was decided to provide assistance to

the City's Department of Human Resource Development to help them to establish a centralized information collection. The project coordinator and one other staff member spent approximately four hours per week working on this segment of the project.

Documents were gathered from several offices throughout the department and placed in a central location designated as the "library." In order to determine information needs, departmental personnel were interviewed. From these interviews it became apparent that one of their immediate concerns was to be able to gain subject access to human resource information.

A retrieval system was designed to meet this need. A subject thesaurus of terms relevant to the fields of manpower development, the aged, youth, drugs, and human services was developed and materials were indexed. Access to the collection is by book catalog. Centralization of the collection facilitates access both to agency personnel and the public.

COOPERATIVE ACQUISITIONS AND NETWORKING

Working closely with agencies in identifying their information needs provided an indication of the kinds of specialized materials needed in the human resource area. Each agency was asked specific suggestions for materials they would like made available to them by the library. Most commonly identified were specialized resources relating to the fields of day care, manpower development, grantsmanship, health care and social services. Two thousand dollars was spent by the library in adding such materials to the library's permanent collection.

STAFF PARTICIPATION

The Human Resources Information Network grant proposal had been written so that much of the project's success depended on continuous, active participation from the library staff. From early in the project, meetings were held on a continual basis to inform the staff of the project's progress and to elicit their suggestions for the project's overall direction.

After each meeting, minutes were documented and distributed to the entire library staff as a written record of what had occurred (see appendix F). A project newsletter HRIN HIGHLIGHTS (see appendix G) was developed and played an important function in communicating news about the project to the staff.

Approximately 30 staff members, both on a professional and nonprofessional level volunteered their time to work on the project. The most popular activity by far, was participating in agency visits, but others did volunteer for tasks such as editing and typing.

PROJECT COORDINATOR'S SUMMARY -- FIRST YEAR

The Human Resources Information Network project cannot be viewed as complete and absolute success. It was successful in that it helped to re-establish the library as an information agency within the community. For the first time, news of library services and resources was brought to community agencies. It helped lead to the establishment of many working relationships between the library and agencies in the sharing of human resource information. Through the Human Resources Information Network the library staff was able to demonstrate to themselves and others, their unique expertise in organizing, collecting, locating and disseminating information.

It is difficult to measure the effectiveness of the Sourcebook by quantitative methods. However, with its publication, for the first time information in the human resource field was being made available to the community. After distribution of the directory many telephone calls and letters were received applauding our efforts; however, we were unable to actually measure the directory's use value. Unfortunately, much of the data contained in the directory was outdated by the time of its distribution, an inevitable result in producing any written information tool. Because of budgetary restrictions, the Sourcebook will not be updated which limits its on-going value, because to be a useful information tool it is essential that the data contained in the directory be as accurate and up-to-date as possible.

Compiling information for the Sourcebook proved to be an important exercise in demonstrating to the library staff the wide variety of nontraditional source

in which information may be found.

Perhaps, the most crucial problems affecting the project were time limitations and staff shortages. The timetable set forth in the original grant proposal was totally unrealistic. Each aspect of the grant was one year alone to collect information for and to produce the Sourcebook. The design and implementation of a library for the Department of Human Resources Development warranted full time attention. With more time and effort this small library could have provided the impetus for the development of a city-wide municipal information service. These two time consuming aspects of the project prohibited us from becoming more involved in an active program of networking and cooperative acquisitions. These two areas were only marginally touched upon.

As mentioned previously, staff participation was an integral component of the success Human Resources Information Network grant. Staff participation was severely cut back when, in early 1975, the library was forced to lay off personnel because of budget cutbacks. This development affected staff morale and ultimately affected the project.

A survey designed to measure staff participation and reaction to the project was distributed to all staff members at the conclusion of the project (see appendix H). Of a total of 57 possible returns, 20 replies were received representing 35% of the library staff. Although the response was not 100% and many of those who participated in the project did not take the time to reply, the responses are fairly indicative of staff attitudes toward the project.

For most staff members the publication of the Sourcebook and the resulting

interaction with community agencies were among the most significant results of the project. This reflects, in part, an attitude that developed during the DACRI project--that is, the importance of increasing the staffs' community awareness in order to affect the library's ability to give better information to the public. Those persons taking part in agency visits were eager to share that information with other staff members and the public.

Of those staff members who responded to the survey, most felt that the time they spent working on the project was worthwhile. One of the most cited reasons for wanting to participate in the project was to increase their own knowledge about Bridgeport's community resources.

It would have been naive on my part to expect that all the library's personnel would support the philosophy behind the Human Resource Information Network. There was a certain amount of negativism and opposition that continually surrounded the project. All criticisms and reactions to the project were listened to and actively solicited by the project coordinator and if it were possible to correct a specific situation, it was corrected. However, in spite of the negative attitudes and low staff morale, there were staff members who consistently demonstrated enthusiasm and worked dilligently to help achieve the goals of the project. Ultimately these people will prove to be a valuable asset to the library in effecting change and reform in traditional services.

RESULTS OF HRIN SURVEY

Returns 20

Participants 17

Nonparticipants 3

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1. How did you participate in the Project?

Agency visits	7
Clerical assistance	8
Meetings only	12
Assistance to city hall	2

2. What do you feel were the most significant things that happened during the project?

Publication of the Sourcebook	5
Interaction with other agencies	5
Establishing a community information center at the library	2
Increased staff communication	1
Working at City Hall	1
Became more aware of the community	4
Improved our visibility in the community	1

3. What do you think will be the most significant outgrowth of HRIN?

More people will be aware of library resources	1
Establishing a community information service at the library	3
The directory	3
An awareness among the library staff as to who we actually serve	2
An increased understanding of community information needs	1
Cooperation with community agencies	3
Better community resource information	1
Improved information accessibility	1

4. Did your participation in HRIN help you in your day-to-day work?

Not enough participation to tell	1
No	5
It was a morale builder	1
Sometimes	1
It made me more informed	1
Yes, it helped in referral information	3
Definitely	1

5. Do you feel that the time you spent on the project was well spent?

Yes	13
Only if a community information service is a result of the project	1

6. What were your reasons for wanting to participate in the project?

To keep abreast of happenings and changes in the library	2
To gain personal knowledge	3
Any opportunity to learn more about the and its resources is of interest and value	4
To become more skilled and knowledgeable librarian	1
To learn from those with expertise in community information services	1
Wanted to continue what was learned in DACRI	2
Had no choice	1
To see staff involvement	1
Altruism	1

7. Do you feel that the goals of the project were achieved?

Yes	6
Can't answer	1
HRIN may be the most innovative project to hit the BPL since its inception	1
In part	2
It will be interesting to see if the agencies open up to each other	1
Yes, except staff involvement showed apathetic attitudes and a great deal of stubbornness toward change	1

8. Has your participation in HRIN changed your attitude about the amount of information that is available in community agencies?

More than I thought	1
Limited to those agencies I visited	2
Was amazed at the amount of information agencies have gathered	1
Yes	4
Definitely, never expected so much and so varied	2
No	1

9. Do you feel you have learned more about the community as a result of your participation in HRIN?

No, not involved enough	3
Yes	7
Somewhat	1

10. What were your original expectations about the project and have they been fulfilled?

Involvement with the community	2
Hope that the project will encourage cooperation among agencies	1
That information would be gathered for the purpose of compling a directory	2
Increased knowledge about materials available	1
To be able to know maore about community agencies and to be able to serve the public better	1
Did not feel part of the group involvement	1

11. Do you feel that the Sourcebook will be helpful in your day-to-day work?

Yes	11
Occasionally	1

12. What was the high point of your experience?

Publication of the directory	1
Visiting agencies	2
Work at City Hall	2
No highs	2

13. What was the low point of your experience?

Trying to convince co-workers to participate	1
Tendency of staff members to forget what had taken place during the project	1
No lows	3

13. What was the low point of your experience? (continued)

Not being able to participate more fully	1
Felt that the project was in the main completed by only two or three staff members	1

14. What could have been done to improve HRIN?

More staff involvement	1
Having HRIN during a high staff year	1
Appeared to be efficiently handled	2
Done more work	1
More communication	1
Project not staff oriented	1
No suggestions	1

15. What are your thoughts on the establishment of a community information and referral service in the library?

A most essential priority	3
A good place for it, the city should support it	1
It will be helpful to the public	1
Positive	1
It should be properly maintained without the interference of other departments	1
Don't start the service and then cut it because of budget	1
A good idea	3
It will enable us to serve the public better	1
A real plus for the library	1

By June, 1975, it became obvious that the work of the Human Resources Information Network could not be completed within the one year time period and a second year's continuation proposal was prepared.

Experience in working on the Human Resources Information Network had overwhelmingly proved that much information relevant to community needs existed outside library boundaries. HRIN was only an initial attempt at improving overall information accessibility and was limited to agency personnel. As a result of the project, information flow and sharing between agencies and the library was improved, but there was still much to be done. The information needs of a large portion of the community were still largely unfulfilled. DACRI had identified the problem, HRIN had come close to meeting the problem but a concentrated effort to identify and meet these information needs had not yet been made. In requesting a second year's funding the library would use the momentum gained through HRIN to work towards establishing a community information and referral service.

In September, 1975, the Connecticut State Library Board granted the Bridgeport Public Library a second year's LSCA funding. By December, 1975, the work of the Human Resources Information Network had been completed. In January, 1976, the library staff began work on designing a community information service.

WHY ESTABLISH A COMMUNITY INFORMATION AND REFERRAL SERVICE

All adults need reliable sources of information, particularly inner-city residents. They need access to information that can be used in decision making. The type of information needed may range from simple facts (when is the next Board of Education meeting?) to complex interpretations (what do I have to do to get food stamps?). Access to such information can play

an important role in the lives of these individuals as they seek accurate data concerning jobs, education, housing, health, transportation, child care, recreation, etc. Many inner-city residents have low reading skills (in Bridgeport the average number of school years completed is 10.5) and, therefore, do not have access to information from printed sources. Most of their information comes from informal sources such as relatives or friends and is many times imcomplete and inaccurate.

The Human Resources Information Network grant provided the Bridgeport Public Library staff with some insight into the information problems confronting Bridgeport's residents. Agency personnels' information problems were just a small part of what was seen as an "information poor" community. HRIN improved information access among agencies but it did not address itself to the larger information problem existing in Bridgeport--that is, where does one go to obtain accurate information about community resources?

The Bridgeport Public Library recognized its primary function to be a provider of information and informational materials to the community.

For many years the Bridgeport Public Library had been engaged in supplying informational materials to the community--books, records, periodicals, films, etc. More recently it had instituted an active program of concerts and lectures, initiated bookmobile services, and made meeting rooms available to the public.

But Bridgeport's population had changed and so had the community's information needs. These needs were not satisfied by using traditional library resources. Many of these information needs were directly related to obtaining data about services that deal with the problems of living in an urban community.

Several social service agencies were providing this information but on a limited basis and in a disorganized manner. We asked ourselves the question -- why not establish the library as the central information agency of the community?

There were several advantages seen to using the Bridgeport Public Library as a community information and referral center:

1. Information services must be free or they are not accessible to inner-city residents. The Bridgeport Public Library is a municipal, tax supported institution open to all.

2. The library is an already established and accepted institution in the community.

3. The library staff has expertise in locating, organizing and disseminating information.

4. The library is one of the more accessible agencies in the community because of its location and hours.

5. The library can provide all forms of information, print and nonprint, to satisfy information needs.

With all these factors taken into account it seemed only logical to initiate a community information and referral service at the Bridgeport Public Library. The service would attempt to meet the information needs of inner-city residents by providing them with free access to all types and forms of information about the community. The service was seen as being a logical outgrowth of

HRIN and a legitimate part of the library's total services. The main function of the service would be "to link a person with a need or a problem with a service which will meet the need or solve the problem."[3]

PROJECT DESCRIPTION

GOAL

The goal of the second year's grant was to establish a community information and referral service at the Bridgeport Public Library. The service would attempt to meet the information needs of the community, particularly those of inner-city residents.

OBJECTIVES

The following were stated as major objectives of the project:

1. To reach out to people who do not ordinarily use libraries by providing them with reliable information that can help solve the everyday problems of urban life
2. To undertake an exhaustive study of the services, agencies, organizations and individual experts that are available in the Greater Bridgeport area.

METHODS

Specific methods to be used in acheiving the goals and objectives of the project were:

1. Organize a community resource file to contain indexed data on local services concerned with serving inner-

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3. Alliance of Information and Referral Services. National Standards for Information and Referral Services. Phoenix: The Alliance, 1974.

city residents

2. Produce a centralized information bank of video tapes that visually document the services offered by community agencies

3. Train the public library staff in information gathering, dissemination techniques and community outreach procedures

4. Conduct an intensive publicity program to inform the community about the library's service by utilizing local media, leaflets, posters, etc.

PERSONNEL

The second year's project would continue under the direction of the Human Resources Information Network coordinator. The project would rely heavily upon "in-kind" staff contributions to accomplish the goals.

PROJECT ACTIVITIES

PLANNING THE SERVICE

If the project were to be a success the support of the library staff was needed. In order to elicit that support library staff were involved in planning the new service. The entire staff was asked to take part in a series of meetingswhere they could share ideas, discuss expectations of the project, air complaints or criticisms and identify community needs and problems.

Questions discussed at these meetings included:

1. What is the desired impact of the service?
2. Who will have access to community information and for what purposes?
3. What kinds of information are needed?
4. What are the sources of the needed information?

IDENTIFYING SOURCES OF INFORMATION

The kinds of information to collect needed to be identified. This was determined, in part, by what was seen by the library staff as the information needs of the community. Broad categories of information were identified with data to be collected in the following areas: education, housing, health, mental health, recreation, legal services, consumer services, etc. Some of this information was available at the library (pamphlets, newspapers, personal knowledge, etc.) but it needed to be adapted to the community information file format.

The 100 agencies identified in the Human Resources Information Network provided a base for identifying other external sources of information. Additional agencies and organizations were identified by using directories, pamphlets, mailing lists and personal knowledge. When the potential sources of information were identified, a format for collecting the data was designed.

DATA COLLECTION

The most important consideration in collecting information for the service was to try to anticipate the kind of questions the users would ask. Was a name and telephone number enough to satisfy their information needs or was more information needed? It was decided to keep detail to a minimum and a questionnaire designed to collect only the

basic information was designed (see appendix I). If a user needed more information than the file could provide they would be told to call the agency.

Once the tool to be used in collecting the information was prepared, it was necessary to determine a method for gathering the data. With only six months in which to collect the data it was necessary to choose a method that would allow us to collect data both quickly and efficiently. There were a number of alternatives available:

1. Personal interview: Without question the best way to gather information about agency services and programs. It would allow the library staff to establish face-to-face contact with agency personnel and to actually see the agency's facilities. However, this method was seen as being too time consuming.

2. Mailed questionnaires: Mailed questionnaires are often used to collect data but many agencies were seen as not taking the time to complete and return the questionnaire. The library would then need to follow-up with a second questionnaire, a phone call or a personal interview.

3. Telephone interview: A decision was made to collect information by telephone. It would allow us to establish one-to-one contact between the interviewer and the source of information without the time involved in conducting a personal interview.

Volunteers were recruited from the library staff and were trained in telephone interviewing techniques (see appendix J). Each interviewer received an interview packet which contained:

1. GUIDELINES FOR DETERMINING AGENCIES TO BE INCLUDED IN THE COMMUNITY RESOURCE FILE (see appendix K). These guidelines established the types of agencies and organizations which were to be included in the file ...

   > "Any public or voluntary nonprofit agency or organization within the greater Bridgeport area sponsoring or administering on-going human services to the public."

2. STANDARDS AND CRITERIA FOR INFORMATION AND REFERRAL (see appendix L). These standards were developed by the Alliance of Information and Referral Services and were included so that the staff

could have a definition of information and referral services.

3. GENERAL INSTRUCTIONS (see appendix M). This provided the staff with a general outline for the interview procedure.

4. CALL RECORD SHEET (see appendix N). This form provided the project coordinator with a written record for each agency contacted and the results of the calls.

5. COMMUNITY INFORMATION SERVICE QUESTIONNAIRE (see appendix I). The questionnaire was written in script format to help the interviewer in formulating questions.

6. INTERVIEWER'S EVALUATION FORM (see appendix O). This form was to be completed after all the interviews were conducted. It was designed to measure the response of agencies to the project.

Each interviewer was responsible for calling 10 agencies within a given subject area. It was hoped that this would develop that person as a subject specialist in their particular subject category. The interviewers were given four weeks to complete their calls.

PROCESSING THE INFORMATION

Format: Once the raw data had been collected, it was necessary to decide on a useful format for entering the information into the central file. It was decided to use a format already familiar in public libraries--a 5 x 7 rolodex file and a vertical file. The rolodex file would contain information about the agencies and their services. Supplementary information about the agency would be kept in the vertical file. A standardized format for processing information into the file was developed (see appendix P). From these forms, information was typed on 5 x 7 cards according to specific guidelines (see appendix Q).

Subject headings: To retrieve information from the file a subject access approach was devised. A subject heading list of over 500

terms relevant to community information needs was developed by the project coordiantor (see appendix R). This was achieved in part by using existing subject heading lists as well as developing terms specific only to Bridgeport needs. Each service offered by an agency was indexed under an appropriate subject term. Subject headings were typed on 3 x 5 cards and placed in a rolodex file.

The files: There are two files that constitute the community information service:

1. THE COMMUNITY RESOURCE FILE (see appendix S). This 5 x 7 card file is an alphabetical listing of over 250 community agencies and organizations offering human services. Information about agency location, contact person, hours, goals, services and their availability can be obtained by using this file.

2. SUBJECT INDEX TO THE COMMUNITY RESOURCE FILE (see appendix T). This 3 x 5 card file of over 500 headings provides subject access to the community resource file.

There is also a vertical file which contains supplementary information about each agency included in the community resource file. In addition, an Organizations File supplies information on over 600 clubs in the greater Bridgeport area.

ADDING NEW INFORMATION

Information about new services and programs will be continously coming in to the files from the library staff, agencies and other sources. A routine procedure for adding new information to the file has been established. Any staff member wishing to enter new data into the file must complete a "Corrections or Additions to the Community Resource File" form (see appendix U). This form will then be kept in the vertical

file as a permanent record.

Updating:

The community information and referral service will be used only if the information disseminated is accurate and up-to-date. The library will need to up-date the information at least every six months. The procedure for up-dating is similar to data collection procedures (see appendix V).

STAFF TRAINING

Personnel from each library department were given a demonstration of the community resource file in order to acquaint them with the kinds of information available. Sessions were informal and allowed the staff to gain 'hands on' experience in working with the files. Familiarizing all staff with community information and referral service tools will help facilitate smooth referrals to the service (see appendix W).

DESIGNING FORMS

So that the community information and referral service can continually be modified and expanded to be responsive to community needs it is important to maintain accurate statistics. Forms designed to measure who is using the service and the types of information requested were designed.

1. COMMUNITY INFORMATION SERVICE WORK SHEET (see appendix X). The Work sheet is to be completed for every inquiry handled by the service. It measures who is using the service, the kind of information requested, how the inquiry was answered, how long it took to

answer the inquiry, and follow-up procedures.

2. MONTHLY STATISTICAL SHEET (see appendix Y). This form tabulates information from the work sheets on a month-to-month basis.

LOCATION

The community resource file has been placed in the Information and Reference Department of the main library.

ADDITIONAL ACTIVITIES

A survey of day care centers and nursery schools in Bridgeport was conducted to gain information about their activities. The public may obtain the results of this survey in the Children's section of the main library (see appendix Z). The data is seen as being useful in helping parents obtain information about child care services in Bridgeport.

A list of nonprofit summer camps in the Bridgeport area was compiled and distributed to the community prior to the start of the camping season (see appendix Z). Emphasis was placed on those facilities that had rates affordable to inner-city residents.

PROJECT COORDINATOR'S SUMMARY -- SECOND YEAR

In the six months that were spent collecting data for the community resource file over 300 agencies and organizations were contacted. The result of this effort is the community resource file. By utilizing information from the file, library staff can provide answers to such questions as:

--Do you know of any local day care programs for infants?
--Is there a senior citizen's discount program in this area?
--I need to see a doctor but don't have a car. Do you know someone who can give me a ride?
--Where is there a public typewriter?
--Where can I find out about emergency food?
--Where can I find low cost housing?
--Where can I find a low cost dentist?

Information from the file is readily accesssible by using the subject heading file.

This project can serve as a model for establishing community information services in libraries of all sizes where there is a desire to provide free access to community information. Information gathering procedures for processing data into the community resource file have been established. An extensive community oriented list of subject headings has been developed to facilitate access to information in the file. Guidelines for the provision of service and information to the community have been adopted to ensure consistency in the delivery of the service. Record keeping and statistics gathering forms to collect data about who uses the service have been designed. All of this information, as well as personal expertise, can be shared and made available to other libraries.

Starting in 1973, when DACRI was first initiated, the Bridgeport Public Library staff has been consistently exposed to the community information service philosophy. The importance of modifying traditional library service to be more responsive to community information needs has been discussed in

seminars and written documents. Those library staff members who chose to work actively with the Human Resources Information Network and the Community Information Service did so because of their acceptance of the project's philosophy and goals. Their active participation trained them in information gathering and dissemination techniques relevant to the provision of community information.

With both the physical creation of the data files and the staff training completed the Bridgeport Public Library's community information service is now facing its most critical stage. It is not yet a "service" and will not be until publicity and outreach activities bring news of its existence to the community. There are several reasons why this has not yet occurred.

As in the Human Resources Information Network, time was again a determining factor in our ability to achieve the project's goals. We had originally set aside four months in which to collect information, organize the files and develop service plans. We could have adhered to this schedule if it were not for severe staff shortages that limited overall staff participation. By March, 1976, the library was operating many departments with a minimum number of staff. These shortages meant that the bulk of the work to be done in establishing the service would have to be accomplished by a few staff members.

Although staff layoffs and resignations resulted in decreased staff participation in the project there were also other contributing factors. The establishment of a community information service in the library meant that there was to be a change in the insittution's existing structure. The way in which this change was introduced affected the service's ability to succeed.

In establishing any new service it is necessary to evaluate it as a component of the overall library system. Will the service help the institution to achieve its goals and objectives? Will the service fit into the institution's existing structure? Is the service in conflict with the institution's stated goals and objectives?

If goals and objectives are not clearly enough defined to make a judgment about service compatibility, then the goals and objectives must be changed or better articulated. It is improtant to do this so that the new service will not be viewed by the staff as being counterproductive. Efforts to introduce a service such as information and referral without an overall examination of goals and objectives can lead to staff conflict.

In order to be effectively integrated into the existing library structure the community information and referral service cannot be assigned special status. Priorities for service need to be clearly defined and budget allocations must be made accordingly. If the project is seen as 'temporary' or 'special' it will not be accepted by the staff. A lasting change in the service model requires that there be support from the entire library staff.

Because of budget cutbacks the 'special status' of the community information service at the Bridgeport Public Library was perpetuated and the project was never fully accepted by the staff. Much staff resistance to the service was evident because of their reluctance to accept the project's goals and objectives. The project's future was seen as being dependent upon continued federal support. The project coordinator was seen as a temporary staff member to be tolerated and listened to only until LSCA funding expired. This attitude severely affected the project coordinator's ability to establish

the service.

Both DACRI nad HRIN had placed much emphasis on changing attitudes and outlooks among the library staff. It was thought that in doing this, improved information services to the community would result. However, in addition to changing individual attitudes there must be a change in overall library policy when establishing a community information service. The library administration must decide that efforts to develop effective information services to community residents will receive top priority. It is useless for the library administration to assign information and referral top priority unless they are willing to make changes in the existing system to make that priority a reality.

LSCA funding is an excellent source of support for special projects, however, too often the continued existence of a service or project depends on continued federal support. Continued support for community information service cannot be based soley upon receipt of federal money. The provision of information to the community requires that there be a steady and continual flow of information from the library. This flow cannot end when federal money runs out.

Because the city of Bridgeport has severely limited its budget the Bridgeport Public Library may finally be forced into establishing service priorities. Should the library continue to support the building of research collections while the community's more pressing information needs go unmet? Committing funds to a community information service might mean that the library would be buying fewer books in the coming year. But allowing money for staff to maintain and promote the service would mean that hundreds of inner-city

residents would for the first time have access to accurate and vital information.

SPECIFIC RECOMMENDATIONS

1. Legitimatize the community information service by committing library funds to its operation. Hire personnel to work exclusively with the service.

2. Initiate an active publicity campaign and outreach program to bring news of the service to the community, particularly inner-city residents.

3. Expand the scope of the service so that it reaches specific city neighborhoods. Duplicate information in the community resource file and assign staff to neighborhood library branches.

HUMAN RESOURCES INFORMATION NETWORK QUESTIONNAIRE APPENDIX A

AGENCY NAME: _____

A. ORGANIZATIONAL INFORMATION

1. AGENCY NAME: _____
2. ADDRESS include town or city and zip code _____
3. TELEPHONE: include extension, if necessary _____
4. HOURS: _____
5. CONTACT PERSON: name or title of person to contact when seeking information
6. NATIONAL AFFILIATIONS: agencies with which they are affiliated
7. ACCESS: see note * _____
8. INFORMATION SERVICES: Do they provide information & referral services, and if so in what areas and by what means (telephone, mail, etc.)

B. SUBJECT INFORMATION

1. VOLUMES: approx. # CATALOGED yes/no; PICTURES yes/no; SLIDES yes/no; MICROFILM (FICHE): yes/no; MAPS yes/no; FILMS: yes/no

2. BUDGET: sources of funding (federal, state, local, private) total budget; amount allotted for informational resources

3. SUBJECT COLLECTIONS: outline the various subjects covered within the collection

4. NOTES: Include items or subjects of special interest. Example: extensive holdings in any one subject area; film collections; microfiche, slides etc. Special directions for obtaining the information, or any explanatory notes which are needed.

5. PERIODICALS RECEIVED:

TITLE	DATES
name of serial	holdings within the agency

6. **REPORTS RECEIVED:** In some cases it may be impossible to identify all the reports, in that case identify those of particular interest.

TITLE	ISSUING AGENCY	DATES

7. **AGENCY PUBLICATIONS:** Identify those documents published by the agency.

TITLE	FREQUENCY	PRICE	AVAILABILITY
	weekly, biweekly, monthly, annually	cost	How does one obtain a copy?
	semi-annually,		
	quarterly,		
	triennially,		
	irregular		

* We are trying to identify who, when, where and how a person may gain access to the information. Terms to use: OPEN ACCESS; CLOSED ACCESS; BY APP'T; REFERENCE USE ONLY; CIRCULATING; INTER-LIBRARY LOAN; INTER-AGENCY LOAN; PHOTOCOPY; FEE; RESTRICTED USE; QUALIFIED PEOPLE (and who is qualified). Include HOURS OF USE in this section.

NAME OF PERSON FILLING OUT THIS FORM: _____

(name)

(address)

(phone)

CONTACT:

HOURS:

AFFILIATIONS:

SUBJECT COLLECTIONS:

PERIODICALS :

REPORTS RECEIVED:

AGENCY PUBLICATIONS:

SUBJECT INDEX

ABORTION
Planned Parenthood League of Connecticut Inc., Greater Bridgeport Chapter 49
See also: BIRTHRIGHT, FAMILY PLANNING

ADOLESCENTS See: YOUTH

ADOPTION
Catholic Family and Community Services of the Catholic Charities of the Diocese of Bridgeport 20,21
Family Services - Woodfield 32,33
Jewish Family Services 43,44

ADULT EDUCATION
Adult Learning Center 1
Bridgeport Board of Education, Adult Education 7,8

AFRO — AMERICANS See: Blacks

AGED See: SENIOR CITIZENS

AIR POLLUTION
Bridgeport, Air Pollution Bureau 6

ALCOHOLISM
Al-Anon 2
Alcoholics Anonymous 2
The Beacon 4
Greater Bridgeport Regional Narcotics Program 36,37
Stratford Counseling Center 53

ALIENS
International Institute of Connecticut 42

ALTERNATIVE EDUCATION
The Beacon 4
Stratford Counseling Center 53

AMNESTY
Council of Churches of Greater Bridgeport 28
Ministry of Social Concerns 45,46

Additional Information Can Be Found at Local Public or Academic Libraries

ANIMAL CARE
Beardsley Zoological Gardens 4,5
Connecticut Humane Society 26

ARTS AND CRAFTS
Housatonic Girl Scout Council Inc. 41,42

BILINGUAL EDUCATION
Adult Learning Center 1

BIRTH CONTROL
Catholic Family and Community Services of the Catholic Charities of the Diocese of Bridgeport 20,21
Planned Parenthood League of Connecticut Inc., Greater Bridgeport Chapter 49
See Also: FAMILY PLANNING

BIRTH DEFECTS
National Foundation, March of Dimes, Fairfield County Chapter 47

BIRTH RIGHT
Catholic Family and Community Services of the Catholic Charities of the Diocese of Bridgeport 20,21

BLACKS
Higher Education Consortium for Urban Studies, Black Studies Library 39,40

BLIND
Christian Formation, Division of Special Education 23

BLOOD BANKS
Southeastern Fairfield County Chapter, American National Red Cross 51,52

BRIDGEPORT — BUILDING CODES
Bridgeport, Building Department 11

BRIDGEPORT — BUILDING PERMITS
Bridgeport, Building Department 11

BRIDGEPORT — BUSINESS
Bridgeport Area Chamber of Commerce 6,7

Additional Information Can Be Found at Local Public or Academic Libraries

BRIDGEPORT — BUSINESS (cont.)
Business Resource Center 20

BRIDGEPORT — CHARTER
Bridgeport, City Clerk 11
League of Women Voters of the Bridgeport Area 44

BRIDGEPORT — COMMON COUNCIL
Bridgeport, City Clerk 11

BRIDGEPORT — FISCAL INFORMATION
Bridgeport, Comptroller's Office 12

BRIDGEPORT — HISTORY
Bridgeport Public Library, Bishop Historical Collection 18

BRIDGEPORT — INDUSTRY
Bridgeport Area Chamber of Commerce 6,7

BRIDGEPORT — MAPS
Bridgeport Area Chamber of Commerce 6,7
Bridgeport, Department of Parks and Recreation 13
Bridgeport, Engineering Department 13,14
Bridgeport, Registrar of Voters 18
Bridgeport, Tax Assessor 18,19
Bridgeport, Town Clerk 19
Bridgeport, Zoning Department 19,20
Greater Bridgeport Regional Planning Agency 37,38

BRIDGEPORT — MODEL CITIES
Bridgeport, Human Resources Development, Library 15,16

BRIDGEPORT — ORDINANCES
Bridgeport, City Clerk 11

BRIDGEPORT — POLITICS AND GOVERNMENT
Bridgeport, Mayor's Office 16

BUDGETING See: FINANCE

BUSINESS See: BRIDGEPORT — BUSINESS

CAMPING
Housatonic Girl Scout Council Inc. 41,42

CANCER
American Cancer Society, Bridgeport Unit 2,3

CAREER EDUCATION
Bridgeport Board of Education, Career Education 8,9
See also: VOCATIONAL EDUCATION

CENSUS STATISTICS
Bridgeport Area Chamber of Commerce 6,7
Greater Bridgeport Regional Planning Agency 37,38

CEREBRAL PALSY
United Cerebral Palsy Association of Fairfield County 54

CETA See: COMPREHENSIVE EMPLOYMENT AND TRAINING ACT

CHARTER See: BRIDGEPORT — CHARTER

CHILD ABUSE
Connecticut Department of Social Services 25,26
Connecticut Humane Society 26

CHILD CARE
Action for Bridgeport Community Development (ABCD) 1
Bridgeport Board of Education, Center for Interim Education 9
Family Services - Woodfield 32,33
Hall Neighborhood House 38
United Way of Eastern Fairfield County 55,56
YWCA of Greater Bridgeport, Inc. 57,58

CHILD DEVELOPMENT
Child Guidance Clinic of Greater Bridgeport, Inc. 21,22
United Way of Eastern Fairfield County 55,56

CHILDBIRTH
Planned Parenthood League of Connecticut, Inc., Greater Bridgeport Chapter 49

CHURCHES See: RELIGIONS

CITIES
Urban Coalition for Greater Bridgeport 56,57

CITIZENSHIP
International Institute of Connecticut 42

CITY PLANNING
Bridgeport, Office of Development Administration, Planning Division 10,11

CIVIL DEFENSE
Bridgeport, Civil Defense 11,12

CIVIL RIGHTS
Bridgeport, Office of Contract Compliance 16
Connecticut State Commission on Human Rights and Opportunities 27
See Also: DISCRIMINATION

CIVIL SERVICE
Bridgeport, Civil Service Commission 12

CLEP See: COLLEGE LEVEL EXAMINATION PROGRAM

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)
Bridgeport Public Library, Technology and Business Department 18

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA)
Bridgeport, Human Resources Development, Library 15,16
Bridgeport, Public Employment Program 17,18

CONDIMINIUMS
Bridgeport, Housing Information Service 14,15
See Also: HOUSING

CONSUMER AFFAIRS
Better Business Bureau of Southwestern Connecticut 5

COUNSELING
Catholic Family and Community Services of the Catholic Charities of the Diocese of Bridgeport 20,21
Family Services - Woodfield 32,33
Greater Bridgeport Regional Narcotics Program 36,37

CRIMINOLOGY
Fairfield County Criminal Justice Planning Administration 31

CULTURAL EVENTS
Bridgeport Area Chamber of Commerce 6,7
Jewish Community Center 42,43

DAY CARE See: CHILD CARE

DEAF
Christian Formation, Special Education 23
Easter Seal Rehabilitation Center of Eastern Fairfield County 29

DEPRESSION
Mental Health Association of Connecticut 44,45

DISASTERS
Bridgeport, Civil Defense 11,12
Southeastern Fairfield County American National Red Cross 51,52

DISCRIMINATION
Bridgeport, Office of Contract Compliance 16
Connecticut State Commission on Human Rights and Opportunities 27
Urban Coalition for Greater Bridgeport 56,57
See also: CIVIL RIGHTS

DIVORCE
Catholic Family and Community Services of the Catholic Charities of the Diocese of Bridgeport 20,21
Christian Formation, Family Life Division 22,23

DRUG ABUSE
The Beacon 4
Fairfield Community Services Center 30
Greater Bridgeport Regional Narcotics Program 36,37
The Hope Center 41
Stratford Counseling Center 53

ECOLOGY
Beardsley Zoological Gardens 4,5
Bridgeport, Air Pollution Bureau 6
Ministry of Social Concerns 45,46,47
See Also: AIR POLLUTION

EDUCATION
Action for Bridgeport Community Development (ABCD) 1
Bridgeport Area Chamber of Commerce 6,7

EDUCATION (cont.)
Spanish American Development Agency (SADA) 52,53
Urban Coalition for Greater Bridgeport 56,57
See Also: ADULT EDUCATION; ALTERNATIVE EDUCATION; BILINGUAL EDUCATION; CAREER EDUCATION; ELEMENTARY EDUCATION; PHYSICAL EDUCATION; RELIGIOUS EDUCATION; SEX EDUCATION; SPECIAL EDUCATION; VOCATIONAL EDUCATION

ELECTION INFORMATION
Bridgeport, Registrar of Voters 18
Bridgeport, Town Clerk 19
League of Women Voters of the Bridgeport Area 44

ELEMENTARY EDUCATION
Bridgeport Board of Education, Elementary Curriculum 9,10

EMERGENCIES See: DISASTERS

EMPLOYMENT
Action for Bridgeport Community Development (ABCD) 1
Bridgeport Area Chamber of Commerce 6,7
Bridgeport, Public Employment Program 17,18
Connecticut State Employment Service 28

ENGINEERING
Bridgeport, Engineering Department 13,14

ENVIRONMENT
Bridgeport, Air Pollution Bureau 6

EPILEPSY
Epilepsy Foundation of America, Southern Connecticut Chapter 29,30

ETHNIC GROUPS
International Institute of Connecticut 42

EXCEPTIONAL CHILDREN
Connecticut State Department of Mental Health, Bridgeport Regional Center 25

FAIRFIELD
Fairfield Chamber of Commerce 30

FAMILY PLANNING
Catholic Family and Community Services of the Catholic Charities of the Diocese of Bridgeport 20,21
Planned Parenthood League of Connecticut Inc., Greater Bridgeport Chapter 49

FAMILY RELATIONS
Catholic Family and Community Services of the Catholic Charities of the Diocese of Bridgeport 20,21
Christian Formation, Family Life Division 22,23
Family Services - Woodfield 32,33
Jewish Family Services 43,44
Stratford Counseling Center 53

FAMILY THERAPY
Family Services - Woodfield .....
Jewish Family Services .....
Stratford Counseling Center .....
See Also: GROUP THERAPY

FILM COLLECTIONS
Bridgeport Public Library, Popular Library 18
Christian Formation, Media Center 23,24

FINANCE
Bridgeport Area Chamber of Commerce 6,7
Bridgeport Comptroller's Office 12

FIRST AID
Southeastern Fairfield County Chapter American National Red Cross 51,52

FLOOD CONTROL
Bridgeport, Civil Defense 11,12

FOOD STAMPS
Connecticut Department of Social Services 25,26

FOSTER HOMES
Catholic Family and Community Services of the Catholic Charities of the Diocese of Bridgeport 20,21
Family Services - Woodfield 32,33
Jewish Family Services 43,44

FOUNDATIONS
United Way of Eastern Fairfield County 55,56

FUND RAISING
Boys' Club of Bridgeport 5,6
Goodwill Industries of Western Connecticut 33,34
United Way of Eastern Fairfield County 55,56
See Also: GRANTSMANSHIP

GARBAGE See: SEWAGE DISPOSAL

GENETIC COUNSELING
National Foundation, March of Dimes, Fairfield County Chapter 47
..... 41,42

GIRL SCOUTS
Housatonic Girl Scout Council .....

GRANTSMANSHIP
Bridgeport, Office of Development Administration 10,11
United Way of Eastern Fairfield County 55,56

GROUP THERAPY
Catholic Family and Community Services of the Catholic Charities of the Diocese of Bridgeport 20,21
Family Services - Woodfield 32,33
See Also: FAMILY THERAPY

HANDICAPPED
Easter Seal Rehabilitation Center of Eastern Fairfield County 29
Goodwill Industries of Connecticut 33,34
United Cerebral Palsy Association of Connecticut 54

HEALTH PLANNING
Health Planning Council of Eastern Fairfield County 39

HEARING
Easter Seal Rehabilitation Center of Eastern Fairfield County 29

HEART DISEASE
Greater Bridgeport Heart Association 36

HIGH SCHOOL EQUIVALENCY
Adult Learning Center 1
Bridgeport Board of Education, Adult Education 7,8

Additional Information Can Be Found at Local Public or Academic Libraries

HOMEMAKER SERVICE
Family Services - Woodfield 32,33
See Also: SENIOR CITIZENS — HOMEMAKER SERVICES

HOT LINES
The Beacon 4

HOUSING
Bridgeport Area Chamber of Commerce 6,7
Bridgeport, Housing Code Enforcement 14,15
Bridgeport, Housing Information Service 15
Bridgeport, Office of Development Administration 10,11
See Also: CONDIMINIUMS

HUMAN RIGHTS See: CIVIL RIGHTS

HURRICANES See: DISASTERS

IMMIGRATION
International Institute of Connecticut 42
See Also: NATURALIZATION

INDUSTRY See: BRIDGEPORT — INDUSTRY

JOB TRAINING
Action for Bridgeport Community Development (ABCD) 1
Connecticut State Employment Service 28
See Also: MANPOWER; VOCATIONAL EDUCATION; VOCATIONAL REHABILITATION

JUVENILE DELINQUENCY
Boys' Club of Bridgeport 5,6
Bridgeport, Department of Youth Services 13
Fairfield County Criminal Justice Planning Administration 31

LABOR — STATISTICS
Connecticut State Employment Service 28
Bridgeport, Human Resources Development 15,16

LANDLORD — TENANT See: TENANT — LANDLORD

LAW
Fairfield County Law Library 31

Additional Information Can Be Found at Local Public or Academic Libraries

LAW ENFORCEMENT
Bridgeport, Police Department Library 17
Fairfield County Criminal Justice Planning Administration 31

LEGAL RIGHTS See: CIVIL RIGHTS

LIBRARIES
Hospital:
Bridgeport Hospital, Reeves Memorial Library 15
Park City Hospital, Health Sciences Library 48,49
St. Vincent's Medical Center, Library 50
Law:
Fairfield County Law Library 31
Public:
Bridgeport Public Library 18
Fairfield Public Library 31,32
Stratford Library Association 54
Trumbull Library 54
University:
Fairfield University, Nyselius Library 32
Housatonic Community College Library 41,42
Sacred Heart University Library 50
University of Bridgeport Library 56

LICENSES
Bridgeport, Town Clerk 19

LUNGS — DISEASES
Connecticut Lung Association, Bridgeport Branch 26,27

MANPOWER
Action for Bridgeport Community Development (ABCD) 1
Bridgeport, Human Resources Development, Library 15,16
Spanish American Development Agency (SADA) 52,53
Urban Coalition for Greater Bridgeport 56,57
See Also: JOB TRAINING

MAPS See: BRIDGEPORT — MAPS

MARRIAGE COUNSELING
Catholic Family and Community Services of the Catholic Charities of the Diocese of Bridgeport 20,21
Christian Formation, Family Life Division 22,23
Family Services - Woodfield 32,33
Jewish Family Services 43,44

Additional Information Can Be Found at Local Public or Academic Libraries

MEDICAID
Connecticut Department of Social Services 25,26

MEDICAL TECHNOLOGY
Housatonic Community College Library 41,42

MEDICARE
Connecticut Department of Social Services 25,26

MEDICINE
Bridgeport Hospital, Reeves Memorial Library 15
Park City Hospital, Health Sciences Library 48,49
Saint Vincent's Medical Center, Health Sciences Library 50

MENTAL HEALTH
Connecticut State Department of Mental Health, Bridgeport Regional Center 25
Mental Health Association of Connecticut 44,45

MENTAL RETARDATION
Connecticut State Department of Mental Health, Bridgeport Regional Center 25
Mental Health Association of Connecticut 44,45
Parents and Friends of Mentally Retarded Children of Bridgeport, Inc. 47,48

MINORITIES
Spanish American Development Agency (SADA) 52,53
Urban Coalition for Greater Bridgeport 56,57

MODEL CITIES See: BRIDGEPORT — MODEL CITIES

MUSCULAR DYSTROPHY
Muscular Dystrophy Association of Fairfield County 47

NATURAL DISASTERS See: DISASTERS

NATURALIZATION
International Institute of Connecticut 42

NEGROES See: BLACKS

Additional Information Can Be Found at Local Public or Academic Libraries

NURSING
Bridgeport Hospital, Reeves Memorial Library 15
St. Vincent's Medical Center, Health Sciences Library 50
Southeastern Fairfield County Chapter, American National Red Cross 51,52

NUTRITION
Bridgeport Board of Education, Center for Interim Education 9,10
Planned Parenthood League of Connecticut,Inc.,Greater Bridgeport Chapter 49

OCCUPATIONS See: CAREER EDUCATION

PARENTING
Bridgeport Board of Education, Center for Interim Education 9,10
Planned Parenthood League of Connecticut, Inc., Greater Bridgeport Chapter 49

PARKS
Bridgeport, Department of Parks and Recreation 13

PEACE MOVEMENT
Christian Formation, Media Center 23,24
Ministry of Social Concerns 45,46,47

PHYSICAL EDUCATION
Boys' Club of Bridgeport Inc. 5,6

PHYSICALLY HANDICAPPED See: HANDICAPPED

PLANNING See: CITY PLANNING; HEALTH PLANNING; REGIONAL PLANNING

POLICE
Bridgeport, Police Department Library 17

POLLUTION See: AIR POLLUTION

POVERTY
Action for Bridgeport Community Development (ABCD) 1
Ministry of Social Concerns 45,46,47
Urban Coalition for Greater Bridgeport 56,57

PRE — NATAL CARE
Bridgeport Board of Education, Center for Interim Education 9,10
National Foundation, March of Dimes 47
Planned Parenthood League of Connecticut Inc., Greater Bridgeport Chapter 49

PRISONS
Council of Churches of Greater Bridgeport 28
Ministry of Social Concerns 45,46,47

PSYCHIATRIC NURSING
Greater Bridgeport Community Mental Health Center Library 34,35

PSYCHIATRIC SOCIAL WORK
Greater Bridgeport Community Mental Health Center Library 34,35

PSYCHIATRY
Child Guidance Clinic of Greater Bridgeport, Inc., ... 21,22
Greater Bridgeport Community Mental Health Center Library 34,35

PSYCHOLOGY
Catholic Family and Community Services of the Catholic Charities of the Diocese of Bridgeport 20,21
Child Guidance Clinic of Greater Bridgeport, Inc. 21,22
Goodwill Industries of Western Connecticut 33,34
Greater Bridgeport Community Mental Health Center Library 34,35
Jewish Family Services 43,44

PUBLIC HOUSING See: HOUSING

PUBLIC RELATIONS
Goodwill Industries of Western Connecticut 33,34

RACE DISCRIMINATION
Council of Churches of Greater Bridgeport 28
YWCA of Greater Bridgeport, Inc. 57,58

RAPE
Planned Parenthood League of Connecticut Inc., Greater Bridgeport Chapter 49

REAL ESTATE
Bridgeport, Town Clerk 19

RECREATION
Boys' Club of Bridgeport 5,6
Hall Neighborhood House 38

RECYCLING
Action for Bridgeport Community Development (ABCD) 1

REGIONAL PLANNING
Greater Bridgeport Regional Planning Agency 37,38

RELIGIONS
Christian Formation, Media Center 23,24
Council of Churches of Greater Bridgeport 28
Jewish Community Center 42,43
Ministry of Social Concerns 45,46,47

RELIGIOUS EDUCATION
Christian Formation, Religious Education Division 24,25

RENT See: HOUSING

RESPIRATORY DISEASES
Connecticut Lung Association, Bridgeport Branch 26,27

RIGHTS See: CIVIL RIGHTS

SCHOOLS See: EDUCATION

SENIOR CITIZENS
Action for Bridgeport Community Development (ABCD) 1
Area Agency on Aging 3,4
Bridgeport, Human Resources Development, Library 15,16
Jewish Family Services 43,44
Ministry of Social Concerns 45,46,47
Retired Senior Volunteer Program 49,50

SENIOR CITIZENS — HOMEMAKER SERVICES
Area Agency on Aging 3,4

SENIOR CITIZENS — HOUSING
Area Agency on Aging 3,4

SENIOR CITIZENS — INFORMATION AND REFERRAL
Area Agency on Aging 3,4

Additional Information Can Be Found at Local Public or Academic Libraries

54

SENIOR CITIZENS — TRANSPORTATION
Area Agency on Aging 3,4

SEWAGE DISPOSAL
Bridgeport, Air Pollution Bureau 6
Bridgeport, Engineering Department 13,14

SEX DISCRIMINATION
YWCA of Greater Bridgeport, Inc. 57,58

SEX EDUCATION
Bridgeport Board of Education, Center for Interim Education 9,10
Christian Formation, Media Center 23,24
Connecticut State Department of Mental Health, Bridgeport Regional Center 25
Planned Parenthood League of Connecticut Inc., Greater Bridgeport Chapter 49

SIGN LANGUAGE
Easter Seal Rehabilitation Center of Eastern Fairfield County 29

SOCIAL SECURITY
Social Security Administration 51

SOCIAL WORK
Catholic Family and Community Services of the Catholic Charities of the Diocese of Bridgeport 20,21
Child Guidance Clinic Inc. 21,22
Connecticut State Department of Mental Health, Bridgeport Regional Center 25,26
Family Services - Woodfield 32,33
Greater Bridgeport Community Mental Health Center Library 34,35
Hall Neighborhood House 38
Jewish Community Center 42,43
Jewish Family Services 43,44

SPANISH AMERICANS See: MINORITIES

SPECIAL EDUCATION
Christian Formation, Division of Special Education 23,24
Mental Health Association of Connecticut 44,45

SPEECH DISORDERS
Easter Seal Rehabilitation Center of Eastern Fairfield County 29

Additional Information Can Be Found at Local Public or Academic Libraries

STRATFORD
Stratford Library Association 54

SUICIDE
Greater Bridgeport Community Mental Health Center Library 34,35
Mental Health Asociation of Connecticut 44,45

SWIMMING
Southeastern Fairfield County Chapter, American National Red Cross ....
.....51,52

TAXES
Bridgeport, Tax Assessor 18,19

TEENAGERS See: YOUTH

TEMPORARY SHELTER
Family Services - Woodfield 32,33

TENANT — LANDLORD
Bridgeport Housing Information Service 15

THERAPY
Family Services - Woodfield 32,33
See Also: GROUP THERAPY; FAMILY THERAPY

TOURIST INFORMATION
Bridgeport Area Chamber of Commerce 6,7
Fairfield Chamber of Commerce 30

TRANSPORTATION
Bridgeport Area Chamber of Commerce 6
See Also: SENIOR CITIZENS — TRANSPORTATION

UNEMPLOYMENT COMPENSATION
Connecticut State Employment Service 28

UNITED FARM WORKERS
Ministry of Social Concerns 45,46,47

URBAN RENEWAL
Bridgeport, Office of Development Administration, Planning Division ....
..... 10,11

Additional Information Can Be Found at Local Public or Academic Libraries

URBAN STUDIES
Higher Education Consortium for Urban Studies (HECUS) 39,40

VENEREAL DISEASE
Planned Parenthood League of Connecticut, Inc., Greater Bridgeport Chapter 49

VETERANS
Connecticut State Employment Service 28
Higher Education consortium for Urban Studies (HECUS) 39,40
Southeastern Fairfield County Chapter, American National Red Cross ....
..... 51,52

VOCATIONAL EDUCATION
Bridgeport Board of Education, Career Education 8,9
See Also: CAREER EDUCATION

VOCATIONAL GUIDANCE See: CAREER EDUCATION

VOCATIONAL REHABILITATION
Connecticut State Department of Education, Division of Vocational Rehabilitation 27,28
Goodwill Industries of Western Connecticut 33,34

VOLUNTEERS
Retired Senior Volunteer Program (RSVP) 49,50

VOTING
Bridgeport, Registrar of Voters 18
Bridgeport, Town Clerk 19
League of Women Voters of the Bridgeport Area 44

WELFARE
Connecticut Department of Social Services 25,26
Council Of Churches of Greater Bridgeport 28

WOMEN
YWCA of Greater Bridgeport, Inc. 57,58

WORKMEN'S COMPENSATION
Connecticut State Employment Service 28

YOUTH
Boys' Club of Bridgeport 5,6

Additional Information Can Be Found at Local Public or Academic Libraries

YOUTH (cont.)
Bridgeport, Human Resources Development, Library 5,6
Bridgeport, Department of Youth Services 13
Southeastern Fairfield County Chapter, American National Red Cross 51,52

ZONING
Bridgeport, Zoning Department 19,20

ZOOS
Beardsley Zoological Gardens 4,5

INFORMATION COLLECTION

Continued:

REPORTS RECEIVED:
Receive newsletters from zoos in: Pittsburgh, Pa; Denver, Co.; Minneapolis, Mn; Houston, Texas; Omaha, Neb; Oklahoma; Barcelona, Spain; Cologne, Germany

AGENCY PUBLICATIONS:
Annual Report available free upon request

BETTER BUSINESS BUREAU OF SOUTHWESTERN CONNECTICUT, INC.
144 Golden Hill Street, Suite 603, Bridgeport, Ct. 06604
Tel: 368-6538

CONTACT: Alvin E. Kerstein, President

HOURS: 9:00 am - 4:00 pm, Monday - Friday

AFFILIATIONS: Council of Better Business Bureaus

SUBJECT COLLECTIONS:
Information on all areas of consumer affairs.
Slide program and tape on "medical quackery" and film entitled "In the Public Interest" is available to groups upon request.
Pamphlet material on a variety of consumer related topics is available for a small charge.
Provide telephone information on business reliability, charitable solicitations and consumer related topics.

PERIODICALS:
Consumer Reports
Southern Connecticut Business Journal

REPORTS RECEIVED:
Reports from the Council of Better Business Bureaus; U.S Federal Trade Commission; Better Business Bureaus throughout the world.

AGENCY PUBLICATIONS:
Newsletter published monthly/bimonthly - free to members of the Better Business Bureau
Alerts published irregularly - avajlable free to members of the Better Business Bureau
The CAF Tribune published monthly - available for $8 per year by subscription

BOYS' CLUB OF BRIDGEPORT, INC.
555 Madison Avenue, Bridgeport, Ct. 06604
Tel: 368-4644

CONTACT: Guy Simpson, Executive Vice-President

HOURS: 9:00 am - 9:00 pm, Monday - Friday; 10:00 am - 4:00 pm, Saturday

AFFILIATIONS: Boys' Club of America; Girls' Club of America; United Way of Eastern Fairfield County

SUBJECT COLLECTIONS:
Information on youth programming, juvenile deliquency, physical education, vocational guidance, group work, and fund raising. Scrapboods of photographs and newspaper clippings about Boy's Club activities available

PERIODICALS:
Keynote
Urban Report

REPORTS RECEIVED:
Reports from Boys' Club of America

BRIDGEPORT AIR POLLUTION BUREAU
752 East Main Street, Bridgeport, Ct. 06608
Tel: 576-7451

HOURS: 9:00 am - 4:30 pm, Monday - Friday

AFFILIATIONS: U.S. Environmental Protection Agency; Connecticut Department of Environmental Protection

SUBJECT COLLECTIONS:
Approximately 200 volumes dealing with air pollution control equipment, laws and regulations and solid waste treatment. Collection includes the Environmental Reporter published by the Bureau of National Affairs.
Films on air pollution and cassettes with lectures from the U.S. Environmental Protection Agency

PERIODICALS:
Environmental Science and Technology
Journal of Air Pollution Control Association
Pollution Engineering
Scientific American
Environmental Reporter up to date thru 1974

REPORTS RECEIVED:
Reports and issuances from the U.S. Environmental Protection Agency

BRIDGEPORT AREA CHAMBER OF COMMERCE
180 Fairfield Avenue, Bridgeport, Ct. 06604
Tel: 335-3145

CONTACT: William Hawkins, Executive Director

Bridgeport Public Library
BURROUGHS BUILDING, 925 BROAD STREET
BRIDGEPORT, CONNECTICUT 06603
Telephone (203) 333-8551

DOUGLAS C. REID
Librarian

January 23, 1976

At long last ..... the SOURCE BOOK!

The Bridgeport Public Library has published its long-awaited guide to information in Greater Bridgeport's human resource agencies. We enclose a complimentary copy for your use, along with our thanks for your participation in the project.

With your help, we identified more than 100 agencies with informational resources in the areas of health, education, welfare, human services and employment. Included in these are local agencies, organizations, governmental offices and public libraries.

The directory contains three parts:
a subject index
listing of information collections
a periodical index.

The subject index can be used as a guide in locating specific topical information. The listing of information collections provides the user with a description of the type and availability of information to be found at each agency. The periodical index lists the magazines, journals and newsletters subscribed to by each of the cooperating agencies. (We uncovered 50 new publications beyond the holdings of the Bridgeport Public Library!)

The Source Book is the result of the Bridgeport Public Library's Human Resource Information Network. This project was funded in part by a grant from the federal government and was co-sponsored by the Human Resources Department of the City of Bridgeport and the United Way of Eastern Fairfield County. It was made possible through the cooperation of all the participating agencies.

The directory will be made available to each of the 100 agencies included in the listings as well as all area libraries. If you find that you need additional copies, they are available in limited numbers and may be obtained by contacting me at 576-7422.

Thank you again for your time and cooperation in this project.

Sincerely,

Leslie Burger

Leslie Burger
project coordinator

LB:ht

APPENDIX E

Post photo—Henry Ramon

A First Edition Copy for the City 1/29/76

The first edition of a "Source Book," compiled by the Bridgeport Public library and listing all of the city's social service agencies, was presented yesterday to Mayor Mandanici (right) and Richard G. Marchionni, (second from right) the City's human resources director. Making the presentation were Mrs. Leslie M. Burger, library project coordinator; and Denis Lorenz, assistant librarian.

Human Resource Directory Published by City's Library

The Bridgeport Public library has published "The Source Book," a directory of information collections on human resources in agencies, libraries, institutions and governmental offices in the greater Bridgeport area.

The book is the first such information resource established by an urban Connecticut library.

Yesterday, Mayor Mandanici and Richard Marchionni, director of human resources development for the City, received the first copies of "The Source Book" from Douglas G. Reid, city librarian, Leslie Burger, project director, and Denis Lorenz, assistant librarian.

Included are more than 100 agencies currently collecting information in the areas of health, eduction, welfare, human services and employment. Information is indexed under 200 subject headings.

The library in the fall of 1974 formed the Human Resources Information Network under the direction of assistant librarian Denis Lorenz and project coordinator Leslie Burger. The Source Book is the result of ten months work.

The Network and the book were made possible by a $15,000 grant from Title I of the Library Services and Construction Act, and were co-sponsored by the City's department of Human Resources Development and the United Way of Eastern Fairfield county.

Those from the library who participated included: Eva Chattem, Lois Weatherbee, Rosetta Edwards, E. Paul Jones, Cleta May, Ruth McCalla, Nancy Kranich, Sally Philbrick, Eileen Sheridan, Jasmine Posey, Mary Ann Skopp, Bernadette Baldino, Claire Maiocco, Rose Dryer, Harriette Brown, Joan Albertson, Penelope Bish, Julia Hill, Beatrice Kanner, Ernestine French, Kathleen Gelason, Gladys Cannady, Florence Kearney, Jonathan Hodge, David Palmquist, Helen Tarasovich, Judith Muniec, Denise Desciar, Doris Naedele, Jennie Hargrove, Ceil Smith, Alrena Buttery, Anne Walsh, Jean Meeker, Gladys Croom and Margaret Cholko.

HUMAN RESOURCES INFORMATION NETWORK/
COMMUNITY INFORMATION SERVICE
BRIDGEPORT PUBLIC LIERARY

REPORTING FORM FOR MEETINGS

TITLE: (What kind of meeting was it; informational, planning, etc.)

DATE AND LENGTH OF MEETING:

LOCATION:

CONVENER: (Who "called" for the meeting?)

DOCUMENTOR(S): (Who is writing this report?)

ATTENDING: (List who was present during the meeting)

PURPOSE OF MEETING: (Give reasons and intent as stated in the meeting, preliminary materials or as generally understood by attendees)

MAIN ISSUES AND CONCERNS: (What did the meeting focus on? How were issues resolved? How did attendees interact on various issues? What if any decisions were made? Questions raised and how were they resolved?)

NEXT STEPS: (What needs to be done? Who will be responsible? By when?)

DOCUMENTORS EVALUATION OF MEETING: (How did you perceive the meeting in terms of communications, participation and general group process observations?)

This form is to be completed as soon as possible after the meeting, and sent to Leslie Burger who will arrange for it to be reproduced and distributed to all staff members.

...adapted from DACRI
Documentation Form 11/75

HUMAN RESOURCES INFORMATION NETWORK
925 Broad Street
Bridgeport, Conn. 06604
576-7406

December 3, 1974

A progress report for the HRIN project was held December 2, 1974 in the classroom of the main library.

Attending were:

Anne Walsh	Mary Ann Skopp	Jim Matheny
Penelope Bish	Lois Weatherbee	David Palmquist
Rose Dryer	Ceil Smith	Jeanne Gelinas
Nancy Kranich	Claire Maiocco	Denis Lorenz
		Leslie Burger

Summary:

The format of the meeting was a panel discussion in which staff members who have participated in agency visits spoke of their experiences.

The agencies discussed were as follows:

Mental Health Association of Connecticut------ Rose Dryer, Jim Matheny
National Alliance of Businessmen---------- Julia Hill
Methadone Maintenance---------- Penelope Bish, Ceil Smith
Judeo-Christian Women ---------- Mary Ann Skopp
Urban Coalition ---------- Anne Walsh
Connecticut Manpower Executives Association--- Lois Weatherbee

Each person discussed the general purpose of each agency and discussed other pertinent facts relating to their visits, such as difficulties encountered in obtaining information or the kind of information resources found at the various agencies.

Copies of the questionnaire which will be used in compiling information for the directory were distributed and those in attendance were asked to make suggestions, react etc. We are now at the stage where the questionnaire needs to be tested with the agencies that will ultimately be involved.

A brief summary of the meeting held with members of the communications' committee was given. As an answer to the question of providing regular communications about the HRIN project, the group has taken the responsibility for issuing news sheets, on what we hope will be a regular basis.

Leslie Burger
HRIN Coordinator

HEW HIGHLIGHTS

Bridgeport Public Library

April 1975

The second issue of the newsletter again highlights agency visits, which have now been completed. We hope that from this issue you will have a better understanding of the kind of information available at these agencies and how it may be used by the library staff.

JOAN ALBERTSON visited the DIVISION OF VOCATIONAL REHABILITATION knowing very little about its function. It is affiliated with the Ct. State Dept. of Education. The agency provides service to those persons suffering from disabilities resulting from birth, disease, accidents, emotional or behavioral problems. They help people through counseling and training programs to find jobs. They have a small collection of material available on vocational rehabilitation, counseling and guidance. A vocational library is currently being developed in Hartford and material will be available through the Bridgeport Office. Access to films and cassettes is also available upon request.

The UNITED CEREBRAL PALSY ASSOCIATION has the usual literature found at health agencies, that which explains the disease and what is being done to find a cure. But ROSE DRYER was impressed when she discovered that the agency also runs an educational program for children from the ages of 3 - 16. The program, which is approved by the Connecticut State Department of Education, accepts children who cannot function in a normal classroom situation but who are not ill enough to be institutionalized. Although the agency's information was limited in its scope we found we were able to obtain a better understanding and sensitivity to cerebral palsy and its causes.

EILEEN SHERIDAN tells of her welcome to the CHILD GUIDANCE CLINIC'S small, one room library by Ms. Annette Silverstone, the librarian. Explaining that she had only recently taken charge and did not really know the collection, Ms. Silverstone, who is a volunteer, allowed us to dig through the collection. It is almost entirely composed of periodicals in the field of child development, psychiatry, psychology, education and socialogy with some runs going back to the early 1920's. Judging from the dust on the shelves and volumes, it looked as if most of the collection had not been consulted for some time. Students and other interested persons may use this comprehensive but disorganized collection by making an appointment.

ANNE WAISH'S visit to the URBAN COALITION was interesting and informative. The purpose of the Coalition is to bring suburban and urban people together in order to work towards solving similar social problems. The information at the Urban Coalition is currently in a state of disorganization, mainly because they are in the midst of a change in directors. Future goals include the development of an agency library in which we could play a role. The present information collection includes national Urban Coalition materials, newsletters from all kinds of urban problems (housing, education, minoriti etc.) ANNE feels this information can be very useful to individuals concerned with t study of urban socities.

SALLY PHILBRICK interviewed Mr. Edward Gernat, director, of the BRIDGEPORT REGIONAL CENTER. Housed in what was formerly the Kennedy Center is now the state facility for the retarded. The Regional Center has a small budget for books and periodicals. The collection deals mostly with the education of the retarded person and is housed in the director's office, and may be used by first making an appointment. One interesting resource is their microfilm library which contains over 300 microfilms on the subject of exceptional children.

NANCY KRANICH has been going to CITY HALL weekly to help in the organization of the HUMAN RESOURCES DEPARTMENT LIBRARY. Materials have been donated by affiliated departments (aging, youth services, manpower and the public employment program.) Helping with the typing is Ms. Helena Kazee, a senior aide and a former BPL staff member.
In addition visits have been made to other city departments that have information pertinent to the HRIN directory. Of particular interest is RSVP (Retired Seniors Volunteer Program) headed by Lucille Viets which offers older people in the community the opportunity to volunteer at various agencies. Mrs. Viets is an excellent resource person in the areas of volunteerism and services to the aged and has previously compiled the United Way directory. The CITY CLERK'S OFFICE is also a good information resource. Available are all city ordinances, organized by a detailed filing system, and all correspondence pertinent to city affairs all of which is open to the public. Not only is Ms. KANE, ass't city clerk, most helpful and knowledgeable about her department, but she also acts as City Hall Hall's unofficial historian.

The information found at the AMERICAN CANCER SOCIETY proved to be quite enlightening for HARRIETTE BROWN. Brochures and pamphlet material explaining the different types of cancer, posters and films, and news of research developments in the field are all available either to the layman or professional person. Doctors associated with the agency as well as Cancer Society staff members are available for programs and while HARRIETTE was there she was able to set a date for a program to be held at the library.

Of the many health related agencies we have visited we found many of them to be similar in that they all have extensive collections of free pamphlet materials which explain the disease. MARY ANN SKOPP found a unique resource at the MARCH OF DIMES office. Films on pre-natal and post-natal care are available to the public along with discussion leaders. She felt these could be used quite effectivley in the library with the group of mothers that come to the children's room during story hour, many of whom are pregnant.

The Department on Aging (City of Bridgeport), collecting grocery store coupons (the 5 and 10¢ "off" variety you get in the mail, newspapers or magazines) for use by its senior citizens, has asked us for contributions. If you have any extra or unused coupons, please bring them to me in the technology and business department.

AND THERE IS MORE TO COME !!!!!!!

HRIN HIGHLIGHTS STAFF

EDITOR: LESLIE BURGER

REPORTERS: PEGGY CHOLKO
GLADYS CROOM

TYPING: HELEN TARASOVICH

ART: JAMES McKANE

STAFF SURVEY APPENDIX H

Human Resources Information Network Project
Bridgeport Public Library
925 Broad Street
Bridgeport, Connecticut 06604

Please take the time to complete this survey. Your responses to this questionnaire will be used in evaluating the Human Resources Information Network. Please return to Leslie Burger by January 15, 1976. Thank you.

1. *Did you participate in the Human Resources Information Network project?*

   Yes___ No___

   How did you participate?

2. *What do you feel were the most significant things that happened during the project?*

3. *What do you think will be the most significant outgrowth of HRIN?*

4. *Did your participation in HRIN help you in your day to day work?*

5. *Do you feel that the time you spent working on the project was well spent?*

6. *What were your reasons for wanting to participate in the project?*

7. *Do you feel the goals of the project were accomplished?*

8. *Has your participation in HRIN changed your attitude about the amount and kind of information that is available in community agencies?*

9. *Do you feel that you have learned more about the community as a result of your participation in HRIN?*

(over)

10. *What were your original expectations of this project and have they been fulfilled?*

11. *Do you feel that the "Source Book" will be helpful in your day to day work?*

12. *What was the high point of your experience?*

the low point?

13. *What could have been done to improve HRIN?*

14. *What are your thoughts on the establishment of a community information center in the library?*

Additional comments:

COMMUNITY INFORMATION SERVICE QUESTIONNAIRE

APPENDIX I

OFFICE USE:
Date coded:
Subject headings:

Hello, I'm (your name) , calling for the Bridgeport Public Library. We are preparing a community resource file for the Bridgeport area listing the services and programs of area agencies. Information from the file will be organized according to service categories and will be made available to the public as part of the Library's community information service. If you have the time, I would like to ask you a few questions about (agency name) .

1) What is the legal name of the agency? _____

_____

2) Does the agency have a popularly used name or acronym other than (name listed above)?

_____

3) What is the agency's permanent address including zip code? _____

_____

If we were to direct someone to the agency what would be the cross streets or familiar landmarks?

_____

4) Telephone: regular number: _____

24 hour number: _____

answering service: _____

recording: _____

5) What is the name and title of the person that an individual can ask for to get the services you offer?

Name: _____ Title: _____

(If there are different persons for each service provided, list services and persons.)

6) What is the name of the person who has administrative responsibility for the agency?

Name: _____ Title: _____

Are there different administrators for different services? (If yes, please list persons and services)

7) What are your service hours?

Office hours: _____ days _____ time

Emergency hours: _____ days _____ time

Answering service: _____ days _____ time

Do these hours apply to all programs? (If no, specify programs or services and their hours)

_____

_____

Do you have branch offices? _____ yes _____ no
If yes, specify name of branch, if different, contact person, phone, address, and hours.

Name: _____ Address: _____ Contact: _____

_____ Phone: _____

8) Special services:

a. Does your agency provide transportation? _____ yes _____ no
(If yes, who is eligible, what type of transportation is provided, geographic limitations, hours, days)

b. Is your agency accessible by public transportation? _____ yes _____ no
(If yes, what bus line is it near?)

c. Are meeting rooms available? _____ yes _____ no
(If yes, to whom, eligibility, hours, costs)

d. Is your agency accessible to the handicapped? _____ yes _____ no

e. Do you have Spanish speaking or other foreign language interpreters?

_____

f. Do you offer volunteer opportunities? _____

_____

g. Do you have a speakers bureau? _____

h. Are there any other programs or services not covered? _____

_____

9) Can you state briefly the goals of your agency? _____

_____

_____

10) Services or programs:
What services or programs do you provide currently and regularly? (list all programs and services)

_____

_____

_____

_____

11) What are the service requirements?

Sex:_____ Age: _____ Marital Status:_____

Income: _____ Religion:_____ Geographic: _____

Residency: _____ Citizenship:_____ Other(explain)_____

_____

12) Are there any fees for your services? Amount:_____

Based on ability to Pay:_____

Do you accept medicare, medicaid, CMS, Blue Cross? (Underline those that apply)

13) How can someone avail themselves for your service or programs?

Referral neccesary: _____

Drop-in: _____

Sponsor neccesary: _____

Call for an appointment: _____

Written application: _____

Do you have a waiting list? _____yes _____no How long would someone have to wait? _____

14) Does your agency publish any brochures describing its purpose and services?

_____yes _____no

Does your agency publish a newsletter? _____yes ____no

If YES, please ask them to send them to:

Leslie Burger
Community Information Service
Bridgeport Public Library
925 Broad Street
Bridgeport, Ct. 06604

For verification purposes, I would like to read back all the information that you have given me...

(Be sure to check for correct spelling, addresses, and phone numbers)

Thank you for your time. We plan to begin offering this service to the public by June. If you have any further questions please contact:

Leslie Burger, Project Coordinator, at 576-7422

Interviewer:

Date:

DO YOU HAVE TIME . . . during the next few weeks to make ten telephone calls? If you do, then we need you!! In order to save time in gathering data for the community information file, information will be gathered via telephone interview. Each person who volunteers will be part of a general orientation meeting and will receive a kit explaining the ins and outs of telephone interviewing. Agency assignments will be within one category so that you will have an opportunity to become an information specialist for that subject area. If you are interested in participating please fill out the form and return to L. Burger by FEB. 27

lease cut on dotted line.....

NAME

Yes, I am willing to be a telephone volunteer.

BPL Community Information Service

Guidelines for determining agencies to be included in the Community Resource file

Agencies to be included in the BPL Community Resource File:

> *Any public or voluntary, non-profit organization or agency within the greater Bridgeport area sponsoring or administering on-going human services to the public.*

A public agency is tax-supported and usually required by law to serve all eligible applicants.

> *A voluntary or Private agency is one whose programs and services are supported by money raised on an annual basis from contributions from individuals, business or other organizations. To be included in the community resource file it should be a non-profit agency. A voluntary agency is not bound by law to serve all segments of the population and may define the clientele it wishes to serve.*

A non-profit agency does not make a profit on the services it provides. It gets its money from voluntary contributions, fees for services and public sources. Profit agencies sometimes offer public services. In this case, describe only that service and add it to the file.

> *A sponsoring agency is an agency which does not provide a direct service to the public but rather sponsors services by contracting with other agencies to do so. Instead they have a planning, coordinating and funding function. They are an important source of information and should be listed. Most agencies administer services that are available to the public and are funded by either the agency itself or a sponsoring agency.*

An agency included in the file should provide a service on a continual basis and include agencies with year round, day to day services as well as those agencies that offer service on a seasonal basis.

An agency should provide a human service. A service is an activity which meets the needs people experience from time to time. A human service relates to needs experienced in everyday life and about which they need accurate and up to date information. Some of these needs fall into the following areas:

Employment	*Education*	*Health*
Welfare	*Housing*	*Legal*
Recreation	*Social*	*Mental Health*

This excludes most special interest clubs, professional groups, and organizations whose activities are related only to avocations or hobbies. A complete listing of clubs, organizations and professional groups will be maintained in a seperate file. Only those groups offering a human service will be included in the community resource file.

The above is meant only to serve as a guideline and outline the general factors to be considered in establishing a community resource file. Editorial judgement may be necessary on a case by case basis.

2/76

(Guidelines adapted from Monroe County Library System (Rochester, N.Y.) Urban Information Center)

BPL Community Information Service

Standards and Criteria for Information and Referral

It will be helpful as we establish our community information service to use a set of guidelines that are consistent with national standards that have been set by the United Way of America and the Alliance of Information and Referral Services (AIRS). The following is excerpted from those standards and provides us with a working definition of information and referral services. Also included here are the criteria and standards relevant to specific program components.

> Information and Referral is the active process of linking a person with a need or problem with a service which will meet the need or solve the problem.

Standards and criteria relevant to program components:

A. The Resource File STANDARD:
The service must maintain an accurate, up-to-date resource file, which must contain codified information about resources available to the client

1. CRITERION: Resource file development shall include activities that up-date and maintain the information already gathered. These activities shall include a general survey of all existing bonafide agencies and services available and as necessary on site visits to agencies and services.

2. CRITERIA relevant to the resource file:
   a) The resource file shall contain an alphabetical listing by legal name and appropriate cross referencing of all bonafide public, private and voluntary agencies that provide essential human services.
   b) The resource file shall contain a service or problem - category file with extensive cross-references.
   c) Each agency listing shall include at least:
      i. the legal name, address and telephone number of the agency
      ii. services provided
      iii. eligibility requirements
      iv. application procedures
      v. cost of service
      vi. waiting list, if any
      vii. areas served
      viii. branch offices
      ix. name of intake worker
      x. name of administrator

3. CRITERION: The resource file shall be updated at least annually.

* * *

1. CRITERIA relevant to interviewing and problem diagnosis:
   a. Interviewing shall be limited to obtaining information sufficient to make a diagnostic assessment necessary to provide accurate information or referral.

   b. The diagnosis shall consist of an accurate assessment of the problem of the client and the services needed as identified by the client and the staff.

Standards and Criteria for Information and Referral

2. CRITERIA relevant to information - giving:
   a. information - giving shall require no active participation of the staff in connecting the client to the needed service

   b. information - giving shall be accurate and pertinent to the diagnosis of the problem

   c. the process of information - giving shall encourage further contacts with clients if initial information proves incorrect or inappropriate

3. CRITERIA relevant to Referral
   a. Referral may be provided when problem diagnosis indicates that assistance beyond information giving is necessary to link the client with needed services

   b. Referral shall include but not be limited to
      i. direct contact by the staff with the agency, and/or
      ii. further contact with client or additional community resources

BRIDGEPORT PUBLIC LIBRARY

Community Information Service Grant

General Instructions

1. Please try to maintain a friendly, but business-like manner throughout the interview.

2. If there is no contact person listed, ask to speak to the director.

3. If the person you are calling is not available or does not have the time to give the interview, ask him/her when it would be more convenient to call back. (Approximately 10 minutes time needed to complete survey) If person refuses to answer questions, politely terminate the call and record on call record sheet. Do not argue or pressure. If the person cannot answer the questions ask if there is another person in the agency/organization who might help you with some of the answers.

3. Summarize each interview as indicated on the call sheet.

4. If you have any questions or problems while making the phone calls, call Lislie Burger.

5. Return all completed surveys, call record sheets, interview evaluation forms to Leslie Burger by

BRIDGEPORT PUBLIC LIBRARY
Community Information Service Grant

APPENDIX N

CALL RECORD SHEET

AGENCY NAME	CONTACT PERSON	DATE CALLED	QUESTIONNAIRE COMPLETED	NOTES/COMMENTS

BRIDGEPORT PUBLIC LIBRARY

Community Information Service

INTERVIEWER'S EVALUATION FORM

1. *Check your general impression of the interviewee's attitudes toward the survey (check one that summarizes all contacts)*

   _____*Pleasant & agreeable* ____*Lukewarm*

   _____*Hostile* ____*Uninterested or disagreeable*

2. *Describe any unusual comments made by interviewees..*

3. *Were the instructions for telephone interviewers adequate and helpful to you?* _____*Yes* _____*No*

4. *Was the training session helpful to you?* _____*Yes* _____*No*

5. *What suggestions do you have for improving the survey process in the future?*

6. *Would you be willing to be a caller in a future survey?*

BRIDGEPORT PUBLIC LIBRARY
COMMUNITY INFORMATION SERVICE
EDITING WORKSHEET

NAME:

ADDRESS:

PHONE:

HOURS:

CONTACT:

ADMINISTRATOR:

GOALS:

SERVICES:

AREA SERVED:

TRANSPORTATION:

REQUIREMENTS:

FEES:

REFERRALS:

WAITING LISTS:

SUBJECT HEADINGS:

BRIDGEPORT PUBLIC LIBRARY

COMMUNITY INFORMATION SERVICE
EDITING GUIDELINES

In editing, keep in mind the final format . . .

BE BRIEF -- We can never hope to answer all the questions a person may have about available services. The person will be able to get detailed information about his or her specific concern by calling the appropriate agency.

BE CONSISTENT -- Use the same format throughout the file. This will help us in providing information to the patron.

BE CLEAR -- Identify clearly the kind of information we are providing. Address, phone, and hours will be easy to recognize. Identify other information such as continuing services, goals, referral, eligibility so that we will be able to answer the questions quickly and efficiently.

The following editing rules should be followed to assure brevity, consistency and clarity. The rules outlines below will provide a guideline for editing.

NOTE: Include every field of information and never leave blanks. It is clearer to say FEES: "none" than to indicate nothing.

AGENCY NAME: Use the agency's legal name. Agencies are frequently known by many names and acronyms. To avoid confusion we will list the agency under its legal name. Acronyms will follow the legal name and will be enclosed in parentheses. A popular name index will be developed as part of the subject file.

ex.: Action for Bridgeport Community Development, Inc.
(ABCD)

Use a period followed by two spaces to indicate a subdivision of an agency. A period may be used to separate the name of an agency from the name of the program it administers. A period following the name of a town in a listing for a governmental agency will help to distinguish it from a listing for a private agency whose name starts with the name of the town.

es.: Bridgeport. Animal Shelter
and
Bridgeport Economic Development Agency

ADDRESS: Include the agency's mailing address if different from the street address.

Include the zip code.

Include any landmarks which can be used to identify the location of an agency.

EDITING GUIDELINES cont.

TELEPHONE:
If more than one telephone is listed and they are not all general information numbers, label them clearly to clarify how each is to be used.

If an extension is given, it should be preceeded by a comma and "ext."

CONTACT:
List the name of a person to ask for whenever possible. People calling an agency sometimes prefer to ask for a specific person. This person is not always the administrator. If this person is the administrator, list his/her name and title under contact.

If the person should speak to whoever answers the phone, list "any staff member" under contact.

ADMINISTRATOR:
List the name of the person who has the responsibility for supervising the day to day operations of the agency or program. The title will probably be "director," "Executive director," "coordinator," or "administrator."

Include only those professional ittles which would be used in addressing the person over the telephone or in a letter such as "Dr."

HOURS:
If the hours the administrative office are open differ from the service hours, list them both and label.

Separate the opening and closing hours with a dash. Write out the times fully including a.m. and p.m. Follow the closing hours by the day or days of the week abbreviated as follows:

Mon., Tues., Wed., Thurs., Fri., Sat., Sun.

ex.: 9:00 a.m. - 5:00 p.m., Mon. - Fri.

BRANCH OFFICES:
If an agency has branch offices, list the addresses, telephones, and contact person for each office.

ex.: Action for Bridgeport Community Development...
Bulls Head Office 115 Highland Av., Bridgeport
366-8241 ext. 624 'Ed Turner, Branch Director

EDITING GUIDELINES cont.

GOALS:
State briefly the goals or purpose of the agency.

ex.: The Connecticut Visual Health Center, a private, non-profit agency has been organized to improve the visual health of the community by providing programs for the detection, prevention and treatment of visual disorders.

SERVICES:
Each service should be expressed in terms of a noun identifying each service (counseling, day care) or the name of the program (Dial a friend, Meals on Wheels). Number each service or program.

ex.: SERVICES:

1. Optometric services include visual analysis, contact lenses, perceptual motor evaluation, low vision aids

2. Public health programs include general vision screening, glaucoma screening, pre-school screening, elderly screening and educational program

At the end of each service listing in the following order should be whichever of the following are appropriate:

Meeting rooms available to the public
Agency accessible to the handicapped
Spanish or other foreign language speaking staff
Volunteer opportunities
Speakers available

AREAS SERVED:
If the area is bounded by street boundaries, indicate "area bounded by" and list the streets.

If the area serviced is not restricted, list "not limited."

TRANSPORTATION:
If transportation is provided describe both the area in which a person must live to be eligible and the costs, hours, and days.

If the agency is accessible by public transporation indicate this by "accessible by public transportation" and the bus route if available.

REQUIREMENTS:
List the age limit, income level, or other requirements for eligibility.

ex.: REQUIREMENTS: 65 and over

EDITING GUIDELINES cont.

FEES:
Begin with the fee itself followed by "for" and the specific service for which the fee is to be paid.

ex.: FEES: $16 for a visual examination

If the fees vary according to income, list "sliding scale"

If there are no fees, list "none."

REFERRALS:
List the steps the person must follow to receive the service. This may be simple to "call contact person," "call or drop in," or "make an appointment."

WAITING LISTS:
Indicate the period of time a person might expect to wait to receive the service. Indicate the time if possible. If there is a waiting list some of the time, indicate this by "occasionally" or "frequently" as appropriate.

If there are no waiting lists, indicate "none."

BRIDGEPORT PUBLIC LIBRARY
COMMUNITY INFORMATION SERVICE SUBJECT HEADINGS

ABANDONED CARS

ABANDONED HOUSES
see
HOUSING INSPECTION

ABORTION REFERRAL

ACCOUNTING

ACTORS AND ACTING
see
THEATER ARTS EDUCATION

ADOPTION

ADVERTISING

ADVOCACY

ADULT EDUCATION
see also
ENGLISH AS A SECOND LANGUAGE
FOREIGN LANGUAGE LESSONS

AGED
see also
CAMPS FOR RETIREES
HOMES FOR THE AGED
HOUSING FOR RETIREES
NURSING HOMES
PROTECTIVE SERVICES -- AGED
RECREATION FOR RETIREES
RETIREES

AGRICULTURAL EXTENSION SERVICES

AIR POLLUTION

AIRLINES

AIRPORTS

ALCOHOLISM

ALIENS
see
IMMIGRATION

ALLERGY CLINICS

ALTERNATIVE EDUCATION

ALTERNATIVE LIFE STYLES

ALUMNI CLUBS

AMBULANCE
see
TRANSPORATION (EMERGENCY)

AMERICAN INDIANS
see
NATIVE AMERICANS

AMNESTY

AMPUTEE CLINICS

AMUSEMENT PARKS

ANIMALS
see
ANIMALS, NEUTERING
DOGS
HUMANE SOCIETIES
LEADER DOGS
ZOOS

ANIMALS, NEUTERING

ANIMALS, NUISANCE OR STRAY

ANNUAL EVENTS

APPLIANCES - SECOND HAND

APPRAISERS

APPRENTICESHIP TRAINING AND INFORMATION

AQUARIUMS

ARCHERY

ARCHITECTS

ART

ART EDUCATION

ART GALLERIES

ART RENTAL

ARTHRITIS AND RHEUMATISM

ARTIFICIAL LIMBS
see
MEDICAL APPLIANCES/SUPPLIES

ARTS AND CRAFTS
see also
ART
ART EDUCATION
BALLET
CERAMICS
DANCE
FOLK DANCE
MODELMAKING
NEEDLECRAFTS
PHOTOGRAPHY
PUPPETS AND PUPPETCRAFT
TEXTILES
THEATER ARTS EDUCATION

ASSOCIATIONS AND ORGANIZATIONS
see specific subjects e.g.
WOMEN'S ORGANIZATIONS, MEN'S ORGANIZATIONS, ALUMNI CLUBS

ASTHMA

ASTROLOGY

ASTRONOMY
see also
PLANETARIUMS

ATHLETIC PROGRAMS
see
RECREATION

ATTORNEYS
see
LEGAL AID
LAWYER REFERRAL SERVICE
LAWYERS - ASSOCIATIONS

AUTISM

AUTOMOBILE REPAIR COMPLAINTS

AUTOMOBILES

AUTOMOBILES, ABANDONED
see
ABANDONED AUTOMOBILES

AUTOMOBILES, STOLEN
see
AUTOMOBILES

AVIATION

B

BABIES, ABANDONED
see
PROTECTIVE SERVICES - CHILDREN

BABY CLINICS
see
PEDIATRIC CLINICS

BABYSITTERS
see
DAY CAMPS
DAY CARE CENTERS
HOMEMAKER/HOUSEKEEPER SERVICES

BAIL

BALLET

BANDS AND ORCHESTRAS

BANKRUPTCY

BANKS AND BANKING

BASEBALL

BASEMENTS AND STREETS, FLOODED

BASKETBALL

BATTERED BABIES
see
PROTECTIVE SERVICES -- CHILDREN

BEACHES

BICENTENNIAL

BICYCLE LICENSES

BICYCLES AND BICYCLING

BILINGUAL EDUCATION

BIRDS

BIRTH AND DEATH RECORDS

BIRTH CONTROL

BIRTH DEFECTS

BLACK COMMUNITY ORGANIZATIONS

BLACK STUDIES

BLACKS

BLACKS--BUSINESS

BLACKS--HISTORY

BLIND

BLOCK CLUBS/COMMUNITY COUNCILS

BLOOD BANKS

BLOOD PRESSURE

BLOOD TESTS

BOATS AND BOATING
see also
CANOES
SAILING

BOCCI

BOILER INSPECTION

BOWLING

BOWLING PERMITS

BOY SCOUTS
see
BOYS ORGANIZATIONS

BOYS ORGANIZATIONS

BOYS RESIDENCES
see
CHILDREN--INSTITUTIONAL CARE

BRACES
see
MEDICAL APPLIANCES/SUPPLIES

BRAIN DAMAGE

BREAST FEEDING

BRIDGE (GAME)

BUDGETING AND CREDIT

BUILDING CODES

BUILDING INSPECTION
see also
HOUSING INSPECTION

BUILDING PERMITS

BURIALS
see
FUNERALS

BURIAL PERMITS

BUS CARDS

BUSES
see
TRANSPORTATION, GROUP

BUSINESS
see also
BLACKS - BUSINESS
SMALL BUSINESS ASSISTANCE

BUSINESS EDUCATION

C

CAMERAS
see PHOTOGRAPHY

CAMPERSHIPS

CAMPS AND CAMPING

CAMPS FOR RETIREES

CAMPS FOR HANDICAPPED

CANCER
see also
MASTECTOMY

CANES
see
MEDICAL APPLIANCES/SUPPLIES

CANOES
see also
BOATS AND BOATING

CARPOOLS

CAREER EDUCATION AND INFORMATION

CATHOLIC
see
ROMAN CATHOLIC

CEMETERIES

CENSUS STATISTICS

CERAMICS

CEREBRAL PALSY

CHAMBER MUSIC

CHARITIES
see
CHRISTMAS CHARITIES
FUNDING ORGANIZATIONS
WELFARE

CHECKERS

CHESS

CHILD ABUSE
see
PROTECTIVE SERVICES--CHILDREN

CHILD CARE
see
DAY CAMPS
DAY CARE CENTERS

CHILD PLACING
see
ADOPTION
CHILDREN -- INSTITUTIONAL CARE
FOSTER HOME CARE

CHILD PROTECTIVE SERVICES
see
PROTECTIVE SERVICES--CHILDREN

CHILD STUDY

CHILDBIRTH
see also
INFANT CARE
MATERNITY CARE

CHILDREN

CHILDREN, BLIND
see
BLIND

CHILDREN, DEAF
see
DEAF

CHILDREN, HANDICAPPED

CHILDREN--HANDICAPPED -- CAMPS
see
CAMPS FOR THE HANDICAPPED

CHILDREN - HOSPITALS

CHILDREN--INSTITUTIONAL CARE

CHILDREN--MENTAL HEALTH
see
MENTAL HEALTH

CHILDREN, RETARDED
see
CHILDREN--HANDICAPPED
MENTALLY RETARDED

CHILDREN'S HOMES
see
CHILDREN--INSTITUTINAL CARE

CHRISTMAS CHARITIES

CHRISTMAS TREES

CITIZENSHIP
see
IMMIGRATION AND NATURALIZATION

CIVIC ORGANIZATIONS

CIVIL DEFENSE

CIVIL RIGHTS

CIVIL SERVICE

CLASSES
see specific subjects, e.g.
ASTROLOGY
COOKING
LANGUAGE
YOGA

CLINICS
see specific clinics, e.g.
OUTPATIENT CLINICS
PEDIATRIC CLINICS

CLOTHING--SECOND HAND

COFFEE HOUSES

COINS

COLLEGE LEVEL EXAMINATION PROGRAM

COLLEGES AND UNIVERSITIES

COMMUNICABLE DISEASE
see also
QUARANTINE

COMMUNITY CENTERS
see also
RECREATION CENTERS

COMMUNITY ORGANIZATION

COMMUNITY PLANNING

COMPANIONS
see
HOMEMAKER/HOUSEKEEPER SERVICES

COMPREHENSIVE EMPLOYMENT & TRAINING ACT

CONCERTS

CONDOMINIUMS

CONFERENCE FACILITIES
see also
MEETING ROOMS

CONSCIENTIOUS OBJECTORS
see
DRAFT COUNSELING

CONSCIOUSNESS RAISING GROUPS
see
DISCUSSION GROUPS

CONSERVATION
see
AIR POLLUTION
LITTER CONTROL
NATURE STUDY
POLLUTION
WEED CONTROL

CONSTRUCTION PERMITS
see
BUILDING PERMITS

CONSUMER INFORMATION

CONSUMER PROTECTION

CONTACT LENSES
see
EYE CLINICS

CONTRACEPTIVES
see
BIRTH CONTROL

CONTINUING EDUCATION
see
ADULT EDUCATION

COOPERATIVES
see also
FOOD COOPERATIVES
HOUSING COOPERATIVES

CORONER

COUNSELING
see also specific subject
headings, e.g.,
ALCOHOLISM
MARRIAGE COUNSELING
DRAFT COUNSELING, etc.

COURTS

CRAFTS
see
ARTS AND CRAFTS

CRASH PADS
see
SHELTER, TEMPORARY

CREDIT

CREMATION
see
FUNERALS

CRIME PREVENTION

CRIPPLED
see
HANDICAPPED

CRISIS INTERVENTION CENTERS
see also
DRUG ABUSE INFORMATION & REFERRAL
EMERGENCY ASSISTANCE
POISON
SUICIDE

CRUISES

CRUTCHES
see
MEDICAL APPLIANCES/SUPPLIES

CULTURAL ORGANIZATIONS

CUSTOMS INFORMATION

CYSTIC FIBROSIS

D

DANCE
see also
BALLET
FOLK DANCE

DAY CAMPS

DAY CARE CENTERS

DAY CARE--LICENSING & REGULATION

DEAF
see also
HEARING CLINICS
MEDICAL APPLIANCES/SUPPLIES

DEATH CERTIFICATES
see
BIRTH & DEATH CERTIFICATES

DEEDS

DELINQUENCY
see
CRIME PREVENTION

DEMOLITION

DENTAL CARE

DENTAL CLINICS

DENTISTS--ASSOCIATION

DERMATOLOGY

DIABETES

DISABLED
see
HANDICAPPED

DISASTER RELIEF
see
EMERGENCY ASSISTANCE

DISCRIMINATION
see
CIVIL RIGHTS

DISCUSSION GROUPS

DIVORCE
see also
LEGAL AID

DIVORCE PROCEEDINGS

DIVORCE RECORDS

DOCTORS
see
PHYSICIANS--ASSOCIATIONS
PSYCHIATRISTS--ASSOCIATIONS

DOG BITES
see
RABIES PREVENTION
DOG LICENSES

DOGS
see also
HUMANE SOCIETIES
LEADER DOGS
RABIES PREVENTION

DOG LICENSES

DOGS NUISANCE AND STRAY

DOLLS
see also
PUPPET AND PUPPET CRAFT

DRAFT COUNSELING

DRAMATIC INSTRUCTION
see
THEATER ARTS EDUCATION

DRIVER'S LICENSES

DROP OUTS--EDUCATION

DRUG ABUSE--EDUCATION

DRUG ABUSE--INFO. & REFERRAL

DRUG ABUSE--TREATMENT

E

ECOLOGY
see
AIR POLLUTION
CONSERVATION
LITTER CONTROL
NATURE STUDY
POLLUTION
RECYCLING
WEED CONTROL

ECONOMICS

EDUCATION
see also
ADULT EDUCATION
ALTERNATIVE EDUCATION
ART EDUCATION
BILINGUAL EDUCATION
BUSINESS EDUCATION
CAREER EDUCATION
DROP OUTS--EDUCATION
MUSIC EDUCATION
SPECIAL EDUCATION
THEATER ARTS EDUCATION

EDUCATIONAL COUNSELING
see also
VOCATIONAL COUNSELING

EDUCATIONAL FILMS

EDUCATIONAL TELEVISION

ELECTRICAL INSPECTION

ELEVATOR INSPECTION

EMERGENCY ASSISTANCE
see also
DRUG ABUSE--INFO. & REFERRAL
MEALS FREE/NOMINAL CHARGE
SHELTER, TEMPORARY
POISON
SUICIDE
TRANSPORTATION (EMERGENCY)
WELFARE

EMOTIONALLY DISTRUBES
see
MENTAL HEALTH

EMPHYSEMA

EMPLOYMENT
see also
YOUTH--EMPLOYMENT

ENCOUNTER GROUPS

ENGLISH AS A SECOND LANGUAGE

ENTERTAINMENT
see also
RECREATION

EPILEPSY

EQUAL RIGHTS
see
CIVIL RIGHTS

ETHNIC GROUPS
see also
FOREIGN POPULATION

ETHNIC MARKETS

ETHNIC STUDIES

EVICTION
see also
LANDLORD RIGHTS
TENANT RIGHTS

EX-CONVICTS

EYE BANKS

EYE CARE

EYE CLINICS

EYEGLASSES
see
EYE CLINICS

F

FAIRS

FAMILY

FAMILY COUNSELING

FAMILY PLANNING
see
BIRTH CONTROL

FARMS

FEMINIST ORGANIZATIONS
see
WOMENS ORGANIZATIONS

FENCING

FERTILITY SERVICES

FILMS
see also
EDUCATIONAL FILMS

FINANCIAL AID
see also
WELFARE

FIRST AID

FISHING

FISHING LICENSES

FLOODS

FLYING
see
AVIATION

FOLK DANCE

FOOD
see also
FOOD COOPERATIVES
MEALS FREE/NOMINAL CHARGE
NUITRITION

FOOD COOPERATIVES

FOOD INSPECTIONS

FOOD STAMPS

FOODHANDLER PERMITS

FOREIGN LANGUAGE LESSONS

FOREIGN POPULATION
see also
ETHNIC GROUPS

FOSTER HOME CARE

FRAUD
see
CONSUMER PROTECTION

FREE SCHOOLS
see
ALTERNATIVE EDUCATION

FUND RAISING

FUNDING ORGANIZATIONS

FUNERALS

FURNITURE-APPLIANCES--SECOND HAND

G

G.E.D. PREPARATION

G.E.D. TESTING

GAMBLING

GARBAGE COLLECTION

GARDENS AND GARDENING

GARNISHMENT
see
LEGAL AID

GAY LIBERATION
see also
HOMOSEXUALITY

GENEALOGY

GENETIC COUNSELING

GIRLS ORGANIZATIONS

GIRLS RESIDENCES
see
CHILDREN--INSTITUTIONAL CARE

GLAUCOMA

GOLF

GOLF PERMITS

GONORRHEA
see
VENEREAL DISEASE

GOVERNMENT
see also
U.S. GOVERNMENT

GRANSTMANSHIP

GROUP THERAPY
see
MENTAL HEALTH
MENTAL HEALTH--IN PATIENT
MENTAL HEALTH--OUT PATIENT
MENTAL HEALTH--SELF HELP

GUIDANCE COUNSELING

GUN PERMITS

GYNECOLOGICAL EXAMS

H

HALFWAY HOUSES

HANDICAPPED
see also
BLIND
CAMPS FOR THE HANDICAPPED
CHILDREN, HANDICAPPED
DEAF
MEDICAL APPLIANCES/SUPPLIES
MENTAL HEALTH
PHYSICAL THERAPY
SHELTERED WORKSHOPS

HANDICAPPED--EMPLOYMENT
see also
SHELTERED WORKSHOPS

HANDICAPPED--RECREATION
see also
CAMPS FOR THE HANDICAPPED

HEALTH CARE

HEALTH CLINICS
see also

DENTAL CLINICS
EYE CLINICS
HEARING CLINICS
MENTAL HEALTH--OUT PATIENT
SPEECH CLINICS
PEDIATRIC CLINICS
SURGICAL CLINICS
see also specific subject
headings, e.g., CEREBRAL PALSY,
MUSCULAR DYSTROPHY

HEALTH EDUCATION

HEALTH ORGANIZATIONS

HEARING AIDS
see
MEDICAL APPLIANCES/SUPPLIES

HEARING CLINICS

HEART

HEATING SPECTION

HEMOPHILIA

HIGH SCHOOL EQUIVALENCY
see
G.E.D. PREPARATION
G.E.D. TESTING

HIKING

HISTORICAL SOCIETIES

HISTORY
see also
BLACKS--HISTORY

HOBBIES
see
ARTS AND CRAFTS
COINS
DOLLS
MODELMAKING
PHOTOGRAPHY
PUPPETS AND PUPPET CRAFT
RAILROADS
RECREATION
STAMPS, POSTAGE

HOCKEY

HOME IMPROVEMENTS

HOME NURSING
see
NURSES AND NURSING

HOMEMAKER/HOUSEKEEPER SERVICES

HOMES, CHILDREN'S
see
CHILDREN--INSTITUTIONAL CARE

HOMES--CONVALESCENT, NURSING AND REST
see
NURSING HOMES

HOMES FOR THE AGED
see also
NURSING HOMES

HOMES FOR MEN
see
MEN'S RESIDENCES

HOMES FOR WOMEN
see
WOMEN'S RESIDENCES

HOMESTEAD TAX
see
TAX ASSISTANCE

HOMOSEXUALITY

HORSESHOES

HORTICULTURE
see
GARDENS AND GARDENING

HOSPITAL BEDS
see
MEDICAL EQUIPMENT/SUPPLIES

HOSPITALS
see also
CHILDREN--HOSPITALS

HOTLINES
see
DRUG ABUSE--INFO. & REFERRAL
EMERGENCY ASSISTANCE
CRISIS INTERVENTION CENTERS

HOUSING

HOUSING, COOPERATIVE

HOUSING FOR RETIREES

HOUSING INSPECTION
see also
BUILDING INSPECTION

HOUSING, LOW INCOME
see also
MEN'S RESIDENCES
WOMEN'S RESIDENCES

HUMANE SOCIETIES

HUNTING

HUNTING LICENSES

I

IDENTIFICATION CARDS

ILLEGITIMACY
see
UNMARRIED FATHERS
UNMARRIED MOTHERS
UNMARRIED PARENTS

IMMIGRATION AND NATURALIZATION

IMMUNIZATION

INCOME TAX
see
TAX ASSISTANCE

INDUSTRY

INFANT CARE
see also
DAY CARE

INFORMATION AND REFERRAL SERVICES
see also
DRUG ABUSE--INFO, & REFERRAL

INSECT CONTROL

INSPECTION
see specific subject headings, e.g.
BUILDING, PLUMBING, etc.

INSTALLATION PERMITS

INSURANCE
see also
SOCIAL SECURITY
UNEMPLOYMENT INSURANCE

INSURANCE, AUTOMOBILE

INSURANCE, HEALTH
see also
MEDICARE
WORKMEN'S COMPENSATION

INSURANCE LICENSING & REGULATION

INTERPRETERS
see
TRANSLATION

J

JAIL

JAIL VISITING

JAZZ

JEWISH GROUPS

JOB PLACEMENT
see
EMPLOYMENT

JUVENILE DELINQUENCY

K

KIDNEY

KITCHENS, PUBLIC
see
MEALS FREE/NORMAL CHARGE

L

LABOR UNIONS

LAMAZE
see
CHILDBIRTH

LANDLORD RIGHTS

LANDLORD TENANT DISPUTES
see
LANDLORD RIGHTS
TENANT RIGHTS

LANGUAGE LESSONS
see
ENGLISH AS A SECOND LANGUAGE
FOREIGN LANGUAGE LESSONS

LAW

LAWYER REFERRAL SERVICE

LAWYERS--ASSOCIATIONS

LEAD POISONING
see
POISONS

LEADER DOGS

LEGAL AID

LEGISLATORS

LESBIANS
see
GAY LIBERATIONS MOVEMENT

LEUKEMIA

LIBRARIES

LIBRARIES, SPECIAL

LICENSING AND REGULATION
see also specific subject headings,
e.g. BICYCLE, LIQUOR, ETC.

LIQUOR LICENSE

LITTER CONTROL
see also
GARBAGE COLLECTION
RUBBISH COLLECTION

LOANS

LUNG DISEASE
see
RESPIRATORY DISEASES

M

MAIL

MAPS

MARINA PERMITS

MARRIAGE COUNSELING

MARRIAGE LICENSES

MARRIAGE RECORDS

MASTECTOMY

MATERNITY CARE

MEAL PLANNING
see
BUDGET
NUTRITION

MEALS FREE/NOMINAL CHARGE

MEDICAID

MEDICAL APPLIANCES/SUPPLIES

MEDICAL CLINICS
see also
HEALTH CLINICS
see specific subjects, e.g.
HEARING CLINICS, PEDIATRIC CLINICS

MEDICAL SERVICES
see
HEALTH CARE
HEALTH CLINICS

MEDICARE

MEETING ROOMS

MEN'S ORGANIZATIONS

MEN'S RESIDENCES

MENTAL HEALTH

MENTAL HEALTH--IN PATIENT
see also
PSYCHIATRIC HOSPITALS

MENTAL HEALTH--ORGANIZATIONS

MENTAL HEALTH--OUT PATIENT

MENTAL HEALTH--SELF HELP

MENTALLY HANDICAPPED
see
MENTAL HEALTH

MENTALLY RETARDED

METHADONE MAINTENANCE
see
DRUG ABUSE--TREATMENT

MINORITY BUSINESS
see
BLACKS--BUSINESS
SMALL BUSINESS ASSISTANCE

MISSING PERSONS

MODELMAKING

MORTGAGES

MULTIPLE SCLEROSIS

MUNICIPAL GOVERNMENT
see
GOVERNMENT

MUSCULAR DYSTROPHY

MUSEUMS
see also
HISTORICAL SOCIETIES

MUSIC

MUSIC EDUCATION

MUSIC ORGANIZATIONS

N

NARCOTICS
see
DRUG ABUSE

NATIVE AMERICANS

NATURAL CHILDBIRTH
see
CHILDBIRTH

NATURALIZATION
see
IMMIGRATION AND NATURALIZATION

NATURE STUDY

NEEDLECRAFTS

NEUROLOGICAL DISEASES

NEWCOMERS

NEWSPAPERS

NEWSPAPERS--FOREIGN LANGUAGE
see
TELEPHONE YELLOW PAGES

NURSES AND NURSING

NURSING HOMES
see also
HOMES FOR THE AGED

NURSING MOTHERS
see
BREAST FEEING

NUTRITION

O

OCCULT

OCCUPATIONAL THERAPY

OCCUPATIONS

OLD AGE
see
AGED
RETIREES

OPERA

OPTOMETRISTS---ASSOCIATIONS

ORCHESTRAS
see
BANDS AND ORCHESTRAS

ORTHOPEDIC APPLIANCES
see
MEDICAL APPLIANCES/SUPPLIES

OSTOMY

OUTPATIENT CLINICS

P

PARADE PERMITS

PARK PERMITS

PARKS AND PLAYGROUNDS

PAROLEES

PASSPORTS

PEACE CORPS

PEDIATRIC CLINICS

PEN PALS

PERMITS
see specific subject heads, e.g.
CONSTRUCTION, FOODHANDLER, ETC.

PHILATELY
see
STAMPS, POSTAGE

PHOTOGRAPHY

PHYSICAL EXAMINATIONS
see
HEALTH CARE
HEALTH CLINICS

PHYSICAL THERAPY

PHYSICALLY HANDICAPPED
see
HANDICAPPED
CHILDREN--HANDICAPPED

PHYSICIAN REFERRAL SERVICE

PHYSICIANS--ASSOCIATIONS

PLANETARIUMS

PLANNING
see
COMMUNITY PLANNING

PLAYGROUND MAINTENANCE
see
PARKS AND PLAYGROUNDS

PLUMBING INSPECTION

POETRY

POISON

POLICE/COMMUNITY RELATIONS

POLLUTION
see also
AIR POLLUTION
CONSERVATION
LITTER CONTROL
WEED CONTROL

PRE-NATAL CARE
see
MATERNITY CARE

PREGNANCY COUNSELING

PREGNANCY, PROBLEM
see
ABORTION REFERRAL
ADOPTION
BIRTH CONTROL
FAMILY
GENETIC COUNSELING
HEALTH CLINICS
MARRIAGE COUNSELING
MATERNITY CARE
UNMARRIED MOTHERS

PREGNANCY TEST

PRISON
see
EX-CONVICTS
JAILS
JAIL VISITING
PAROLEES

PROBATION
see
PAROLEES

PROGRAM PLANNING
see also
SPEAKERS BUREAUS

PROPERTY RIGHTS

PROPOSAL WRITING
see
GRANTSMANSHIP

PROTECTIVE SERVICES--AGED

PROTECTIVE SERVICES--CHILDREN

PSYCHIATRIC CLINICS
see
MENTAL HEALTH--OUT PATIENT

PSYCHIATRIC HOSPITALS

PHYCHIATRIST REFERRAL SERVICE

PSYCHIATRISTS--ASSOCIATIONS

PSYCHODRAMAS

PSYCHOLOGISTS--ASSOCIATIONS

PSYCHOTHERAPY
see
MENTAL HEALTH--IN PATIENT
MENTAL HEALTH--OUT PATIENT
MENTAL HEALTH--SELF HELP

PUBLIC SPEAKERS
see
SPEAKERS BUREAU

PUERTO RICAN COMMUNITY ORGANIZATIONS

PUPPETS AND PUPPET CRAFTS

Q

QUARANTINE

R

RABIES PREVENTION

RACE RELATIONS
see
CIVIL RIGHTS

RADIO

RADIO EMERGENCY

RAILROADS

RAP SESSIONS
see
DISCUSSION GROUPS

RAPE
see also
SEX CRIME

RAT CONTROL
see
RODENT CONTROL

READING

REAL ESTATE

RECREATION
see also
ARCHERY
ARTS AND CRAFTS
BASKETBALL
BICYCLES AND BICYCLING
BOATS AND BOATING
BRIDGE
CAMPS AND CAMPING
CANOES
CHECKERS
CHESS
FENCING
FISHING
GARDENS AND GARDENING
GOLF
HIKING
HOCKEY
HUNTING
SAILING
SKIING
SWIMMING
TENNIS
VOLLEYBALL

RECREATION CENTERS

RECREATION FOR RETIREES

RECYCLING

REFRIGERATION INSPECTION

REFUGEES

RELIGIONS

REMEDIAL READING
see
READING

RESIDENCES, WOMEN'S
see
WOMEN'S RESIDENCES

RESPIRATORY DISEASES
see also
ASTHMA
EMPHYSEMA
TUBERCULOSIS

REST HOMES
see
NURSING HOMES
HOMES FOR THE AGED

RETARDATION
see
MENTALLY RETARDED

RETARDED CHILDREN
see
MENTALLY RETARDED

RETIREES
see also
CAMPS FOR RETIREES
HOUSING FOR RETIREES
RECREATION FOR RETIREES

RHEUMATISM
see
ARTHRITIS AND RHEUMATISM

RIGHT TO LIFE

RODENT CONTROL

ROMAN CATHOLIC

RUBBISH COLLECTION

RUNAWAYS

S

SAILING

SANITATION

SCHOLARSHIPS

SCHOOLS, PRIVATE

SCIENCE MUSEUMS
see
MUSEUMS

SCOUTING

SECONDHAND GOODS
see
CLOTHING--SECOND HAND
FURNITURE/APPLIANCES--SECOND HAND

SEEING EYE DOGS
see
LEADER DOGS

SELECTIVE SERVICE
see
DRAFT COUNSELING

SENIOR CITIZENS PROGRAMS
see
RECREATION FOR RETIREES

SERVICEMEN
see also
VETERANS

SETTLEMENT HOUSES
see
COMMUNITY CENTERS

SEWERAGE

SEWING
see
NEEDLECRAFT

SEX CRIMES

SEXUAL HEALTH INFORMATION

SHELTER, TEMPORARY

SHELTERED WORKSHOPS

SICK ROOM EQUIPMENT
see
MEDICAL APPLIANCES/SUPPLIES

SICKLE CELL ANEMIA

SIDEWALKS

SIGNS, STREET
see
STREET SIGNS

SINGLES
see also
WIDOWS/WIDOWERS

SKIING

SMALL BUSINESS ASSISTANCE

SMOKE CONTROL
see
AIR POLLUTION

SMOKING

SMOKING WITHDRAWAL CLINICS

SNOWMOBILES

SOCCER

SOCIAL JUSTICE

SOCIAL SECURITY
see also
MEDICARE

SOCIAL WORKERS

SPANISH AMERICANS

SPEAKERS BUREAU

SPECIAL EDUCATION

SPEECH CLINICS

SPEECH THERAPY

SPORTS
see
RECREATION
RECREATION CENTERS
see also specific subjects,
e.g. BASKETBALL, SKIING, etc.

SQUARE DANCE
see
FOLK DANCE

STAMPS (POSTAGE)

STOCKS/BONDS

STORYTELLERS

STREET AND TRAFFIC SIGNS

STREET CLEANING

STREET LIGHTING

STREET MAPS
see
MAPS

STREET PAVING AND REPAIR

STREETS, FLOODED
see
BASEMENTS AND STREET FLOODED

STROKES
see
HEART

SUBSTANCE ABUSE
see
ALCOHOLISM
DRUG ABUSE--EDUCATION
DRUG ABUSE--INFORMATION AND REFERRAL
DRUG ABUSE--TREATMENT

SUDDEN INFANT DEATH

SUICIDE

SUMMER JOBS
see
EMPLOYMENT
YOUTH--EMPLOYMENT

SUMMER THEATER

SWIMMING

SURGICAL CLINICS

SYPHILIS
see
VENERAL DISEASE

T

TALKING BOOKS

TAX ASSISTANCE

TEACHERS
see also
TUTORS AND TUTORING

TELEPHONE

TELEVISION
see also
EDUCATIONAL TELEVISION

TENANT RIGHTS
see also
LEGAL AID

TENNIS

TENNIS PERMITS

TETANUS SHOTS
see
HEALTH CLINICS

THEATER
see also
SUMMER THEATER

THEATER ARTS EDUCATION

THERAPY
see
MENTAL HEALTH--IN PATIENT
MENTAL HEALTH--OUT PATIENT
MENTAL HEALTH--SELF HELP

THERAPY, OCCUPATIONAL
see
OCCUPATIONAL THERAPY

THERAPY, PHYSICAL
see
PHYSICAL THERAPY

TOURISM

TOURS

TRAFFIC LIGHTS AND SIGNALS--
INSTALLATION & REPAIR

TRAFFIC SIGNS
see
STREET AND TRAFFIC SIGNS

TANSCENDENTAL MEDITATION

TRANSLATION

TRANSPORTATION

TRANSPORTATION (EMERGENCY)

TRANSPORTATION (GROUP)

TRANSPORTATION SERVICES

TRAVEL

TRAVELERS AID

TREE SERVICE (SPRAING, REMOVAL,
TRIMMING)

TRUANCY

TUBERCULOSIS

TUTORS AND TUTORING
see also
READING

TWINS

TYPEWRITERS (PUBLIC)

U

UNEMPLOYMENT INSURANCE

UNITED FARM WORKERS

UNITED NATIONS

UNITED STATES GOVERNMENT

UNMARRIED FATHERS

UNMARRIED MOTHERS

UNMARRIED PARENTS

URBAN RENEWAL

URBAN STUDIES

UTILITIES

V

VACCINATIONS

VASECTOMY

VENERAL DISEASE

VETERANS

VIDEO

VISION SCREENING

VISITING NURSES
see
NURSING SERVICES

VOCATIONAL COUNSELING

VOCATIONAL TRAINING

VOLUNTEERS

VOTER REGISTRATION

VOTING

W

WALKERS
see
MEDICAL APPLIANCES/SUPPLIES

WATERMAIN BREAKS

WATER SAFETY

WEED CONTROL (PUBLIC PROPERTY, PRIVATE PROPERTY)

WELFARE
see also
FOOD STAMPS

WELFARE RIGHTS

WHEEL CHAIRS
see
MEDICAL APPLIANCES/SUPPLIES

WIDOWS/WIDOWERS

WOMEN'S ORGANIZATIONS

WOMEN'S RESIDENCES

WORKING PERMITS

WORKMEN'S COMPENSATION

X

X-RAY

Y

YOGA

YOUTH
see also
BOYS ORGANIZATIONS
GIRLS ORGANIZATIONS

YOUTH--EMPLOYMENT

YOUTH--INSTITUTIONAL CARE
see
CHILDREN--INSTITUTIONAL CARE
BOYS RESIDENCES
GIRLS RESIDENCES

YOUTH--RECREATION
see
RECREATION

ZONING

ZONING APPEALS

ZOOS

AMERICAN CANCER SOCIETY, BRIDGEPORT UNIT
499 Clinton Avenue, Bridgeport 06605
(near Fairfield and Clinton Aves.)
Telephone: 368-6766

Hours: 8:30 am - 4:30 pm, Mon.-Fri.

Contact: Jane Wade, Program Director
Geraldine Murphy
Administrator: Geraldine Murphy, Director

Goals: To eradicate cancer. To make the burden of cancer lighter to the patient and his/her family. To educate the public about the disease.

Services:

1. Provide financial assistance to help defray cost of drugs for cancer patients
2. Provide transportation to treatment centers
3. Loan health care equipment (beds,etc.) to patients
4. Conduct educational programs and speaking programs
5. Provide cancer dressings
6. Conduct fund drives to support cancer research

Meeting rooms available

Spanish speaking staff and Spanish literature available

Speakers available

Volunteer opportunities

(over)

FOOD STAMP HOTLINE
(Food Stamp Outreach Program)
110 Bartholomew Ave., Hartford 06115
Tel.: 1-800-842-1508 toll free
Tape recording after hours

Hours:
Office: 8:30am - 4:00pm, Mon.- Fri.

Contact:
Any staff member

Administrator:
Thomas Vollano, Director

Goals:
To provide information on the food stamp program either by literature or speaker concerning eligibility, how to apply, where to apply

Services:
1. Conduct outreach programs to inform people about foodstamps

2. Provide brochures in both Spanish and English.

3. Eight coordinators travel throughout the state to talk to individuals or groups

Speakers available

Area served:
Connecticut

(over)

SAMPLE HEADINGS -- SUBJECT INDEX TO THE COMMUNITY RESOURCE FILE

CANCER

American Cancer Society, Bpt. Unit
Greater Bpt. Ostomy Assn.

see also
Mastectomy
Ostomy

CANES
see
Medical appliances/ supplies

CANOES
see also
Boats and boating

Care Line
see
Connecticut Child Welfare Assn.

CAREER EDUCATION AND INFORMATION
Bpt. Board of Education. Career and Vocational Education Dept.
Bpt. Board of Education. Harding Prep Program

APPENDIX U

BRIDGEPORT PUBLIC LIBRARY
COMMUNITY INFORMATION SERVICE

CORRECTIONS OR ADDITIONS TO COMMUNITY RESOURCE FILE

___ORGANIZATION: _____

___ADDRESS: _____

___TELEPHONE NUMBER: _____

___CONTACT PERSON: _____

___DIRECTOR: _____

___ADDITIONAL SERVICES: _____

_____

_____

___DISCONTINUED SERVICE(S): _____

_____

_____

CHANGES IN BRANCH OR ORGANIZATION:

___NEW BRANCH: _____

___ADDRESS: _____

___CONTACT: _____

___TELEPHONE: _____

___DISCONTINUED SERVICE: _____

_____

___OTHER INFORMATION: _____

_____

_____

DATE: _____

PERSON SUPPLYING INFORMATION: _____

INTERVIEWER: _____

LB

8-76

UPDATING THE COMMUNITY RESOURCE FILE

Information in the community resource file should be updated at least semi-annually.

Using the file, contact each entry and verify the information with the contact person or agency director. Make sure that the telephone, address, hours and contact remain the same. Verify service programs and all other information for currentness and accuracy.

If changes or additions are necessary, fill out a changes or additions sheet. Record information in the community resource file. File the changes and additions sheet in the vertical file under the appropriate agency.

Record the date of updating/verification in the bottom left hand corner on the 5 x 7 card.

NEWSPAPER CLIPPING

Local newspapers should be scanned daily for news items relevant to agency services, community events, and other pertinent information items.

Clip the news item from the paper and print the date and the name of the organization or agency at the top. If the item makes mention of any changes in agency services, personnel, etc., make sure to verify the information via telephone and to complete a changes or additions sheet. Information should then be recorded in the community resource file. Record the date of information change in the bottom left corner of the 5 x 7 card. File both the news item and the change or addition sheet in the vertical file.

BRIDGEPORT PUBLIC LIBRARY
COMMUNITY INFORMATION SERVICE

HOW TO ANSWER A QUESTION

Consult all available resources. The community resource file does not exclude or replace standard library tools or resources. A question should not go unanswered just because the information is not yet in the file. Remember --- use the telephone to verify information.

Provide the patron with a maximum amount of information. This means moving from the community resource index to the community resource file and checking all possible resources of information.

Be as helpful as possible. Verify the information and make all necessary phone calls before making a referral. The patron should have as few sources as possible to contact.

Take the initiative in question follow ups. Encourage the patron to call back with information feed-back, but if he/she does not do so, ask if you may call back and inquire if further information is needed.

SPECIFIC GUIDELINES

Determine what information is being requested.

Check the community resource index for appropriate subject headings.

Consult the community resource file for specifics about agency services, etc. Failure to do so may result in misinformation or incomplete information.

Consult the vertical file for supplementary information.

Make proper referrals to the patron --- supply all available information.

Fill out work sheet, initial and file by date received if completed. If follow-up is necessary, file under "follow up" pending by date received.

Follow up and complete question as appropriate.

Statistics should be compiled monthly from the work sheets.

WORK SHEET

DATE: TIME: WALK-IN: ___ CALL TAKEN BY:
TELEPHONE: ___

(Check appropriate categories)

Female	Youth
Male	New resident
Adult	Non-Bridgeport resident
Senior citizen	Foreign accent

PATRON'S INQUIRY: (Use other side as needed)

ACTION: (Use other side as needed)

1. ☐ Information given: (Specify) _____

Sources consulted:
☐ Resource file ☐ Directories ☐ Pamphlets

2. ☐ Referred to: _____

3. ☐ Phone calls made:
For person (regular) _____
Where: _____
Information required: _____
With person (3 way) _____
Where: _____
Information required: _____

4. ☐ Consulted with other agency: (Specify) _____

5. ☐ Information or advice provided: _____

6. ☐ Question completed while patron on phone: ___yes ___no

7. ☐ Necessary to work on question and call patron back:
___yes ___no

8. ☐ Approximate length of time needed to complete Inquiry:

9. ☐ Unable to answer inquiry: ___ yes ___ no

10. ☐ How did person hear of service: Media
___ Agency ___ Outreach ___ Friend
___ Other

111

FOLLOW UP (Use other side as needed)
Request name and address if necessary for referral or follow up:
NAME: _____ PHONE: _____
ADDRESS: _____
11. ☐ Client called back (Specify date) _____
12. ☐ Library followed up (Specify date) _____
13. ☐ Comments: _____

14. ☐ Additional information necessary: ___yes ___no
If yes, attach a new work sheet.

CIRCLE PROPER QUESTION ORIENTED CATEGORY

CHILDREN
Babysitters
Camps
Day care/ nursery school
Youth organizations

COMMERCE
Business services
Consumer services
Environmental services

COMMUNITY SERVICE
Animals
Cultural activities
Meeting places/programs
Religious organizations
Recreation and leisure
Senior citizen clubs
Service clubs
Volunteering
Women's organizations

EDUCATION
Basic
College
College equivalency
High school equivalency
Independent study
Literacy
Pre-school
Bilingual
Special and remedial

EMPLOYMENT
Job counseling
Job finding
Job training
Part-time employment
Unemployment insurance
Vocational rehabilitation

GOVERNMENT
Local
State
Federal

HEALTH/MENTAL HEALTH
Counseling
Health organizations
Health services
Mental health services
Sexual health

HOUSING
Financial services
Senior citizens
Low income
Violations
Other

LEGAL SERVICES

TRANSPORTATION
Public trnasportation
Special transportation
Taxi
Ambulance
OTHER (Specify)

_____

112

8-76

APPENDIX X

WORK SHEET

APPENDIX Y

BRIDGEPORT PUBLIC LIBRARY
COMMUNITY INFORMATION SERVICE
MONTHLY STATISTICAL REPORT

MONTH: _____

1. QUESTIONS COMPLETED: _____

_____ Walk in
_____ Telephone

_____ Referrals

_____ Information only

2. CLIENT CHARACTERISTICS:

_____ Female

_____ Male

_____ Adult

_____ Senior citizens

_____ Youth

_____ New resident

_____ Non-Bridgeport resident

_____ Foreign accent

3. TELEPHONE CALLS: _____

_____ Regular

_____ three way

4. AVERAGE LENGTH OF TIME PER INQUIRY: _____

5. FOLLOW UPS: _____

_____ Required additional information

_____ Unable to answer

6. MAJOR SUBJECT CATEGORIES:

CHILDREN:
- Babysitters _____
- Camps _____
- Day care/ nursery schools _____
- Youth organizations _____

MONTHLY STATISTICAL REPORT

MAJOR SUBJECT CATEGORIES cont.

COMMERCE: ____
- Business services ____
- Consumer services ____
- Environmental services ____

COMMUNITY SERVICE: ____
- Animals ____
- Cultural activities ____
- Meeting places/programs ____
- Religious organizations ____
- Recreation and leisure ____
- Senior citizen clubs ____
- Service clubs ____
- Volunteering ____
- Women's organizations ____

EDUCATION: ____
- Basic ____
- College ____
- College equivalency ____
- High school equivalency ____
- Independent study ____
- Literacy ____
- Pre-school ____
- Bilingual ____
- Special and remedial ____

EMPLOYMENT: ____
- Job counseling ____
- Job finding ____
- Job training ____
- Part -time employment ____
- Unemployment insurance ____
- Vocational rehabilitation ____

GOVERNMENT: ____
- Local ____
- State ____
- Federal ____

HEALTH/MENTAL HEALTH: ____
- Counseling ____
- Health organizations ____
- Health services ____
- Mental health services ____
- Sexual health ____

HOUSING ____
- Financial services ____
- Specialized services
  - Senior citizens ____
  - Low income ____
- Violations ____
- Other ____

MAJOR SUBJECT CATEGORIES cont.

LEGAL SERVICES: _____

TRANSPORTATION: _____
- Public transportation _____
- Special transportation _____
- Taxi _____
- Ambulance _____

OTHER _____

Bridgeport Public Library
BURROUGHS BUILDING, 925 BROAD STREET
BRIDGEPORT, CONNECTICUT 06603
Telephone (203) 333 8551

DOUGLAS G. REID
Librarian

January 7, 1976

Enclosed is a questionnaire that has been designed to obtain information about community resources and services that are available to area residents. This information will be used to develop a resource file and will be made available to the public through the Bridgeport Public Library's community information service. This service is designed to provide accurate and accessible information to Bridgeport residents about the services they need.

We would appreciate your cooperation on this project by completing the enclosed questionnaire and then returing it to the library in the enclosed stamped, addressed envelope. If you have any questions regarding the project or the questionnaire please call me at 576-7422 and I will help you in any way I can.

Thank you for your time, interest, and cooperation.

Sincerely,

Leslie B. Burger
Leslie B. Burger

SAMPLE QUESTIONS ANSWERED BY THE COMMUNITY INFORMATION SERVICE

1. Can you give me information about senior citizen's programs in this area?

2. Where can a person find current materials on the philosophy of the Congregational Church?

3. Do you have a listing of community organizations and their means of support?

4. Can you give me information on affirmative action?

5. Is there a Council for Racial Justice in Bridgeport?

6. How can I contact the Bridgeport Taxpayer's Association, the American Federation of Teachers, and the Parent's Advisory Group?

7. Is there a chapter of the Connecticut Civil Liberties Union in Bridgeport?

8. Where is ABCD located?

9. A woman signed a blank sheet of paper for a loan at the bank. She now thinks that the bank will charge her more interest. Where can she get legal advice?

10. Is there a rock collectors' club in Bridgeport?

11. How can I find a reading skills course for my friend so that she can learn to write her name?

12. How can I get in touch with the Connecticut Visual Health Center?

13. Is there a La Leche League in this area?

14. How do I get to the law library?

15. Are there any public baths in this city?

16. Where can I get information about the workmen's compensation law?

17. Where can a person get free typing instruction?

18. Where can a person get assistance in paying medical bills?

19. Is there a person or agency that can provide me with transportation to the supermarket?

20. Where can a person find records of incorporation for a company located in Bridgeport?

21. Are there any pre-reading programs for a pre-school youngster who may have reading disabilities?

22. Where do I pay my tax bills?

23. What is the schedule and rates for the Port Jefferson ferry?

24. How do I contact the meals on wheels program?

25. Are there any reductions in mortgage downpayment available to a single person?

26. Do you have a list of women's organizations in this area?

27. Do you have a list of the latest members of the Bridgeport City Planning Commission?

BRIDGEPORT PUBLIC LIBRARY INFORMATION SURVEY

BRIDGEPORT NURSERY SCHOOLS - DAY CARE CENTERS

Please Return By: Jan. 16, 197

NAME:

ADDRESS:

TELEPHONE:

1. Full day or half day (hours)

2. Age requirements:
   A) Infant to 2 yrs. (hours):

   B) Three year olds (hours):

   C) Four year olds (hours):

   D) Other:

3. Registration deadline: Cost:

   Is financial assistance available:

4. Special requirements: (interviews, toilet training, others):

5. Teacher/pupil ratio:

6. Parent-teacher conferences:

7. Is transportation provided?

8. Activities (please check): Free play___ Music period___ Film strips___

   Story hours___ Arts and Crafts___ Outdoor play___ Snack___ Rest period___

   Nature study___ Day trips___ Other_____

9. Audio - visual equipment: _____

   _____

10. Realia: Games:___ Puzzles___ Toys___ Models___ Puppets___ Globes___

    Tools___ Costumes___ Any articles and objects which a child handles or

    manipulates to gain direct experience with his/her environment through play: _____

    _____

11. Would you like the children's librarians to come and do story hours for you: _____

_____

Director:
Date:

Return to: Ms. Leslie Burger
Bridgeport Public Library
925 Broad Street
Bridgeport, Connecticut 06604

SUGGESTED READINGS ON COMMUNITY INFORMATION SERVICES

Allerton Park Institute. Libraries and Information Centers. edited by Carol Kronus and Linda Crowe. Urbana, IL: University of Illinois, Graduate School of Library Service, 1972.

Alliance of Information and Referral Services. National Standards for Information and Referral Services, 1974. Available from AIRS, 1515 East Osborn Rd., Phoenix, AZ 85014

Bundy, Mary Lee. "Urban Information and Public Libraries: A Design for Service," Library Journal, Jan. 15, 1972, pp. 161-169

Community Information Programs. College Park, Md.: Urban Information Interpreters, Inc., 1973.

Croneberger, Robert. The Library as a Community Information and Referral Center. Morehead, KY.: Morehead State University, 1975.

_____. "Defining Information and Referral Service," Library Journal, Nov. 1, 1975, pp. 1984-1987

_____. "I & R = Reference," Library Journal, January 1, 1976. pp. 318-319.

Donohue, Joseph. "Planning for a Community Information Center," Library Journal, Oct. 15, 1972. pp. 3284-3288.

Forsman, Carolyn. Information and Referral Centers: A Resource Guide, Phoenix: AIRS, 1975.

Interstudy. Information and Referral Services:
Follow up, 1971.
Information Giving and Referral, 1974.
Reaching Out, 1973.
The Resource File
The Role of Advocacy, 1971
Available from: U.S.D.H.E.W. Administration on Aging, 330 Independence Ave., S.W., Washington, D.C. 20201

Kahn, Alfred. Neighborhood Information Centers, A Study and Some Proposals. N.Y.: Columbia University Press, 1966.

Owens, Major and Miriam Braverman. The Public Library and Advocady -- Information for Survival. Washington, D.C.: U.S. Office of Education, 1974.

_____. "Information Power for Inner-City Communities," Southeastern Librarian, Fall, 1975, pp. 9-16.

_____. "Summing Up After Three Years: The Success of Information and Referral Services in the Five City Neighborhood Information Center Project," American Libraries, July-August, 1975. pp. 412-413.

Turick, Dorothy. "The Neighborhood Information Center," RQ, Summer, 1973.

Kochan, Manfred. Information for the Community. Chicago: American Library Association, 1976.